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TWENTIETH ANNUAL REPORT  
OF THE  
TRUSTEES AND SUPERINTENDENT  
OF THE  
INDIANA INSTITUTE  
FOR THE  
EDUCATION OF THE BLIND.

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Des<sup>d</sup> by A. Green, by J. C. Cogan

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INDIANA INSTITUTE FOR THE EDUCATION OF THE BLIND  
INDIANAPOLIS



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TO THE GOVERNOR.

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INDIANAPOLIS:

SAMUEL M. DOUGLASS, STATE PRINTER

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1866.

## OFFICERS OF THE INSTITUTE.

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### *Trustees:*

A. WALLACE, PRESIDENT.  
JOHN BEARD,  
JOHN S. SPANN.

### *Secretary:*

W. M. STILWELL.

### *Superintendent:*

W. H. CHURCHMAN, A. M.

### *Teachers in Literary Department:*

G. M. BALLARD, A. M.  
MISS M. E. HANNA,

MISS S. A. SCOFIELD,  
MISS J. COOK.

### *Teachers in Music Department:*

M. B. CLARK,

MISS A. A. HOWARD.

### *Teachers in Handicraft Department:*

J. W. BRADSHAW,

MISS P. W. HAWLEY.

### *Household Officers.*

J. M. KITCHEN, M. D., At. Phy'n. MISS L. D. HAWLEY, Matron.  
W. M. STILWELL, Steward. MISS P. W. HAWLEY, Ass't. Mat.



## TRUSTEES' REPORT.

To His Excellency, O. P. MORTON,

Governor of the State of Indiana:

The Trustees of the State Institution for the Education of the Blind, in this the Twentieth Annual Report of their Board, have the honor and pleasure of presenting their interesting charge to your Excellency, as in a highly prosperous condition. During the past year, the number of pupils received into the school was greater than that of any previous year since its first establishment; and their progress in various branches of study and occupation pursued, is highly commendable to both themselves and the officers entrusted with the immediate charge of the Institution.

At the regular meeting of our Board for December of last year, Mr. T. A. Lewis tendered his resignation as Secretary, to take effect on the 31st of that month; and at the following meeting, held on January 3rd, of the current year, Mr. William M. Stilwell was unanimously chosen to fill out the residue of his term, which expired on March 31st. At the meeting in April, Mr. Stilwell was re-elected for the regular term of one year.

The accompanying report of our Superintendent will exhibit to yourself and the Legislature the details of the operations of the several departments, while the Secretary's report, also submitted herewith, sets forth the various items of expenditure, as allowed by the Board from time to time, at their monthly meetings. Pro-

per vouchers for these are on file in the Superintendent's office, where they are at all times subject to inspection by the appropriate committees of the Legislature, and other State authorities.

From the latter we have compiled the following table, which exhibits the several classes of expenditure under appropriate heads:

On account of salaries and mileage of Trustees and their Secretary.....	\$500 80
On account of salaries of Superintendent and subordinate officers.....	4,477 20
On account of wages of employees.....	3,186 76
On account of groceries and provisions.....	8,896 26
On account of stable expenses, including the purchase of spring wagon, repairs on vehicles, horse shoeing, provender, etc.....	610 69
On account of fuel and lights.....	3,537 66
On account of drugs, medicines, and medical attendance.....	383 78
On account of clothing and traveling expenses of pupils.....	2,121 22
On account of postage, telegraphage, and revenue stamps.....	70 77
On account of school apparatus, including musical instruments.....	944 27
On account of books, stationery, and printing.....	311 14
On account of tools and fixtures for workshop.....	97 33
On account of house furnishing supplies.....	1,582 65
On account of laundry, cooking, warming, bathing and lighting fixtures.....	748 02
On account of improvements and repairs.....	4,241 12
On account of hot air furnaces for warming the Institute building.....	1,630 41
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	\$33,340 08

Deducting from the above footing the sum of two thousand and eighty-six dollars and fifty-nine cents, (\$2,086.59), refunded by counties on account of advances for clothing and traveling expenses of pupils, we have thirty-one thousand two hundred and fifty-three dollars and forty-nine cents (\$31,253.49), as the actual amount of our expenses for the year.



The resources of the Institution for the year have been as follows, viz:

Balance of appropriation for 1865 in hands of treasurer, as per last report.....	\$3,276 64
Amount in hands of Superintendent, as per last report.....	1,200 00
Amount of appropriation by regular session for 1866..	20,000 00
Amount of appropriation by extra session for 1866...	15,000 00
Amount refunded by counties on account of pupils' clothing, etc.....	2,086 59
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	\$41,563 23
Amount of expenditures brought down.....	\$33,340 08
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Balance on hand at this date.....	\$8,223 15

The balance above shown is deemed sufficient for the current support of the Institution up to February 1st 1867, the termination of the time for which the appropriations were made. It will be observed, therefore, that we have kept our expenses strictly within the limits of the means entrusted to our Board. But we beg leave to remark, that, in order to accomplish this desirable end, we have been obliged to postpone some of the needed repairs mentioned in our last report. Had the sum asked for in that communication, been granted by the Legislature such would not have been the case.

With the appropriations granted, we have, in addition to defraying the ordinary expenses of the Institution, been able to put the cupolas, roofs and gutters of the buildings in thorough repair, and to renew the painting upon the same. So that they are now in a good state of preservation, and will need no further expenditure upon them for some time to come.

The cornices, however, together with most of the interior of the building, are greatly in need of repainting, and must necessarily suffer in proportion to the time we are obliged to neglect them for want of means. We trust, therefore, that your Excellency will urge upon the next Legislature the propriety of making adequate provision for this object.

In former reports, we have called attention to the long felt need of steam works for the proper warming of our buildings, such as are employed in the other State Institutions, and also to the neces-



sity of a more commodious laundry than our Institution now possesses. These wants are still imperative, to make the appointments of our establishment such as they should be, and we would still urge them upon the attention of the Legislature. The hot air furnaces which we introduced last year, answer a tolerable purpose for the time being, but they do not constitute, by any means, so efficient and healthful a means of warming our buildings as is in every way desirable. Should the Legislature be found willing to consider the propriety of making the necessary appropriations for the objects here named, we will, at any time during the coming session, furnish its appropriate committees with the proper estimates for the same.

For the current support of the Institution during each of the years 1867 and 1868, the sum of twenty-seven thousand five hundred dollars (\$27,500.00), will be needed, besides an additional sum of not less than three thousand dollars (\$3,000.00), for the repairs heretofore mentioned. In view of the continued high prices of all kinds of supplies, and the increasing number of our pupils from year to year, it will be impossible, with the strictest economy, to properly conduct the affairs of our charge with a less sum; and it is earnestly hoped that the Legislature will see the propriety of making the full appropriation indicated. We ask for nothing more than what we believe to be absolutely necessary for the highest interests of the Institution under existing circumstances, and should the sum granted prove more than sufficient, in case of any reduction in the market prices of the necessary supplies, the excess will be carried over to diminish the amount of future appropriations.

In the Superintendent's Report, under the head of "Music Department," will be found some remarks, urging the necessity of an organ for the proper instruction of our pupils in the profession of music, to which we would call the attention of the Legislature. This subject has been frequently referred to before, and we fully concur with the recommendation of the Superintendent for the early purchase of an instrument of that kind. Should the Legislature see fit to grant an appropriation for this object, we believe that the sum of twenty-five hundred dollars (\$2,500.00), will be sufficient.

We would also call the attention of your Excellency and the Legislature to the Superintendent's gratifying exhibit of the present condition of the Work Department of our Institution; likewise



to the many other valuable suggestions contained in his Report under appropriate heads.

The Board take especial satisfaction in bearing testimony to the continued faithful services of our able Superintendent, W. H. Churchman, Esq., in the administration of the affairs of the Institution under our charge. To his zeal and ability, and devotion to this work, we are indebted for its superior condition and efficiency, ranking as it does as one of the first, if not the best, school for the education of the blind in the United States. It is a matter of no small gratification, that his plans and ideas, as embodied in the conduct of this Institution, should have been studied, copied, and made the model for other and older States. His present report, hereto appended, has been prepared with great care, and will be found a very able and interesting exposition of the general principles of our system of instruction.

In accordance with the recommendation of the Superintendent, made in consequence of the increasing size of our school, we have added a Steward to his corps of subordinate officers, and confirmed his nomination of Mr. W. M. Stilwell for the position. Mr. Stilwell's services as Steward will commence on the first of December. From his familiarity with the affairs of the Institution, he having been connected with it in the capacity of clerk for several years past, we have confidence that he will do us good service in his new position.

Before closing this report, we would respectfully invite the strictest scrutiny of the Legislature into our official acts and expenditures, feeling full confidence that such scrutiny cannot fail to convince that body that the most rigid economy is observed in the management of all the departments of the Institution, and that our sole aim is to render it in the highest degree useful to the unfortunate children entrusted to our charge.

Respectfully submitted,

ANDREW WALLACE, *President.*

JOHN BEARD, }  
JOHN S. SPANN, } *Trustees.*

Attest: W. M. STILWELL, *Secretary.*

INDIANAPOLIS, November 1, 1866.

# APPENDIX A.

## SECRETARY'S REPORT.

### *Warrants Issued by Order of the Trustees.*

DATE.	No.	TO WHOM ISSUED AND ON WHAT ACCOUNT.	AMOUNT.
1865.			
November 1.	1	W. H. Churchman, current expenses.....	\$81 36
"	2	W. H. Churchman, wages of employees.....	310 00
"	3	S. P. Ruggles, school apparatus.....	58 63
"	4	Hutton, Mather & Co., window shades.....	24 57
"	5	Jesse Bishop, repairs.....	12 00
"	6	W. M. Bacon, painting.....	14 00
"	7	Henry Grandstaff, repairs.....	72 00
"	8	Richard Hodges, repairs.....	35 00
"	9	Henry Hilker, provisions.....	33 90
"	10	Foster, Holloway & Co., groceries.....	273 08
"	11	Spiegel, Thoms & Co., house furnishing goods.....	355 15
"	12	J. A. Comingore & Co., pupils' clothing.....	26 50
"	13	Mauldin, Adams & Co., pupils' clothing.....	36 00
"	14	F. Goepfer, & Co., pupils' clothing.....	44 75
"	15	Sponsler & McCreery, house furnishing goods.....	8 90
"	16	W. R. Hogshire & Co., provisions.....	70 26
"	17	Stewart & Morgan, drugs and medicines.....	6 05
"	18	C. E. Gelsendorf & Co., pupils' clothing.....	65 07
"	19	W. & H. Glenn, pupils' clothing.....	43 59
"	20	H. D. Davis, meat.....	167 00
"	21	A. W. & J. Jenkins, groceries and provisions.....	8 82
"	22	Gerrard Blue, potatoes.....	205 50
"	23	Jones, Hess & Davis, pupils' clothing.....	196 97
"	24	S. Behymer, flour and feed.....	131 32
"	25	Sawyer & Hasselman, groceries.....	54 58
"	26	Indianapolis Gas Co., gas.....	25 20
"	27	A. E. Vinton & Co., drugs and medicines.....	17 60
"	28	John B. Budd, provisions.....	92 34
December 6.	29	W. H. Churchman, current expenses.....	81 95
"	30	W. H. Churchman, wages of employees.....	316 00
"	31	W. H. Churchman, house furnishing goods.....	178 85
"	32	Jesse Bishop, repairs.....	28 20
"	33	Mrs. E. Fuller, pupils' clothing.....	31 50
"	34	Thomas Dorsey, sawing wood.....	31 78
"	35	Vancamp, Williams & Jackson, provisions.....	15 84
"	36	Sohl, Gibson & Co., provender.....	15 75
"	37	N. B. Kneass, raised books.....	44 75
"	38	Henry Grandstaff, repairs.....	90 00
"	39	Richard Hodges, repairs.....	59 00
"	40	A. Metzner & Co., repairs.....	13 00
"	41	M. B. Clark, salary as teacher.....	150 00
"	42	Miss A. A. Dyer, salary as teacher.....	87 50
"	43	H. W. Ballard, salary as teacher.....	150 00
"	44	Miss S. J. Larned, salary as teacher.....	87 50
"	45	Miss M. E. Hanna, salary as teacher.....	75 00
"	46	Miss M. L. Vance, salary as teacher.....	75 00



## Warrants Issued by Order of the Trustees.—Continued.

DATE.	No.	TO WHOM ISSUED AND ON WHAT ACCOUNT.	AMOUNT.
1865.			
December 6.	47	Ramsay & Hanning, plumbing, etc.....	\$293 45
"	48	Eli Ratliff, provisions.....	104 70
"	49	Charles Glazier, flour and feed.....	161 50
"	50	Ludington, Cady & Co., pupils' clothing.....	17 05
"	51	Wallace Bros., groceries.....	16 70
"	52	A. E. Vinton, drugs and medicines.....	15 35
"	53	Sellers & Wood, harness and repairs.....	37 20
"	54	Dorsey & Layman, hardware.....	20 72
"	55	Jones, Hess & Davis, dry goods.....	87 34
"	56	F. Goepper & Co., pupils' clothing.....	70 50
"	57	Mauldin & Adams, pupils' clothing.....	48 65
"	58	C. E. Geisendorff & Co., dry goods.....	46 73
"	59	Foster, Holloway & Co., groceries.....	273 91
"	60	George Lowe, spring wagon.....	225 00
"	61	Budd & Huff, groceries and provisions.....	73 85
"	62	H. W. Keehn & Co., provisions.....	31 50
"	63	H. D. Davis, meat.....	173 30
"	64	Sinker & Co., repairs on shop tools.....	24 83
"	65	Henry Hilker, provisions.....	21 40
"	66	Browning & Sloan, drugs and medicines.....	18 05
"	67	Mrs. A. Baker, pupils' clothing.....	31 50
"	68	Indianapolis Gas Co., gas.....	49 05
"	69	E. A. Hall, pupils' clothing.....	76 40
"	70	McCord & Wheatley, lumber.....	142 76
"	71	T. A. Lewis, salary as Secretary of the Board.....	25 00
"	72	John Adams, wood.....	300 00
1866.			
January 3.	73	W. H. Churchman, salary as Superintendent.....	350 00
"	74	Andrew Wallace, salary as President of the Board.....	25 00
"	75	Miss A. A. Dyer, salary as teacher.....	43 75
"	76	John S. Spann, salary as Trustee.....	25 00
"	77	John Beard, salary and mileage, as Trustee.....	50 20
"	78	J. M. Kitchen, salary as Physician.....	50 00
"	79	Miss L. D. Hawley, salary as Matron.....	87 50
"	80	Miss P. W. Hawley, salary as Assistant Matron.....	69 50
"	81	Henry Hilker, provisions.....	13 75
"	82	H. D. Davis, meat.....	134 00
"	83	Eli Ratliff, provisions.....	59 28
"	84	W. H. Churchman, wages of employes.....	272 40
"	85	W. H. Churchman, current expenses.....	159 10
"	86	W. Bacon, painting.....	10 50
"	87	Thomas Dorsey, sawing wood.....	45 28
"	88	Henry Grandstaff, carpenter work.....	54 00
"	89	Maulding & Adams, pupils' clothing.....	38 87
"	90	C. E. Geisendorff & Co., pupils' clothing.....	34 60
"	91	Jones, Hess & Davis, pupils' clothing.....	15 35
"	92	Theodore & Springsteen, mason work.....	422 03
"	93	B. F. Haugh & Co., iron work.....	63 10
"	94	Stewart & Morgan, paints.....	11 75
"	95	Tousey, Byram & Co., dry goods.....	29 63
"	96	Todd, Carmichael & Williams, books and stationery.....	10 85
"	97	Foster, Holloway & Co., groceries.....	392 29
"	98	J. F. Wingate, provisions.....	11 90
"	99	Indianapolis Gas Co., gas.....	56 25
"	100	Bowen, Stewart & Co., books and stationery.....	42 20
"	101	A. E. Vinton, drugs and medicines.....	28 62
"	102	Merrill & Co., books and stationery.....	12 00
"	103	F. Goepper & Co., pupils' clothing.....	53 55
"	104	Ramsay & Hanning, plumbing.....	42 75
"	105	Budd & Huff, provisions.....	225 61
"	106	Munson & Johnston, furnace work, etc.....	599 47
"	107	George W. Debevoise, provisions.....	23 66
"	108	J. W. Copeland, pupils' clothing.....	33 14
February 7.	109	W. H. Churchman, current expenses.....	103 37
"	110	W. H. Churchman, wages of employes.....	280 00
"	111	Henry Grandstaff, carpenter work.....	54 00
"	112	Samuel McGiffin, broom machines.....	32 00
"	113	Eli Ratliff, provisions.....	48 50
"	114	Henry Hilker, provisions.....	10 15
"	115	Samuel H. Colwell, sawing wood.....	24 75
"	116	M. B. Clark, salary as teacher.....	150 00
"	117	H. W. Ballard, salary as teacher.....	150 00
"	118	Miss S. J. Larned, salary as teacher.....	87 60
"	119	Miss M. E. Hanna, salary as teacher.....	75 00



*Warrants issued by Order of the Trustees—Continued.*

DATE.	No.	TO WHOM ISSUED, AND ON WHAT ACCOUNT.	AMOUNT.
1866.			
February 7....	120	Miss M. L. Vance, salary as teacher.....	\$75 00
"	121	I. L. Frankem, house furnishing goods.....	30 40
"	122	C. A. Ferguson, clock repairs.....	10 50
"	123	Budd & Huff, provisions.....	48 69
"	124	Indianapolis Gas Co., gas.....	58 95
"	125	B. C. Shaw, vehicle repairs.....	27 35
"	126	Merchants' Dispatch, freight on piano.....	17 00
"	127	McCord & Wheatley, lumber.....	46 13
"	128	J. W. Adams & Co., pupils' clothing.....	31 10
"	129	Wilson & Gorgas, hardware, etc.....	23 20
"	130	Horn & Anderson, groceries.....	9 25
"	131	Foster, Holloway & Co., groceries.....	522 87
"	132	Ramsay & Hanning, plumbing, etc.....	59 85
"	133	Lewis Bishop, repairs.....	130 00
"	134	Charles Glazier, provender.....	21 00
"	135	Munson & Johnston, hot air furnaces.....	1,061 64
"	136	H. D. Davis, meat and lard.....	208 44
"	137	C. E. Geisendorff & Co., pupils' clothing.....	62 12
"	138	John Adams, wood.....	700 00
March 7.....	139	W. H. Churchman, wages of employes.....	280 00
"	140	W. H. Churchman, current expenses.....	89 40
"	141	Hartman & Northway, building repairs.....	18 00
"	142	W. J. Brittain, sawing wood.....	24 39
"	143	Sohl, Gibson & Co., feed.....	15 50
"	144	Chandler, Cousens & Co., school apparatus.....	22 48
"	145	Henry Grandslaff, carpenter work.....	42 00
"	146	Eli Ratliff, provisions.....	37 41
"	147	Merchants' Dispatch, freight on piano.....	17 60
"	148	R. L. & A. W. McQuat, repairing roof, etc.....	15 15
"	149	Browning & Sloan, drugs, etc.....	10 83
"	150	Sinker & Co., laundry fixtures.....	11 00
"	151	A. E. Vinton, drugs and medicines.....	21 46
"	152	Foster, Holloway & Co., groceries and flour.....	424 35
"	153	C. E. Geisendorff & Co., pupils' clothing.....	17 11
"	154	H. D. Davis, meat.....	146 90
"	155	Jones, Hess & Davis, dry goods.....	18 50
"	156	Todd, Carmichael & Williams, books and stationery.....	15 04
"	157	Merrill & Co., books, etc.....	8 75
"	158	F. Goepper & Co., pupils' clothing.....	25 25
"	159	J. W. Adams & Co., pupils' clothing.....	47 60
"	160	Indianapolis Gas Co., gas.....	60 75
"	161	Heamon & Co., piano fortes.....	650 00
"	162	Budd & Huff, provisions.....	67 15
"	163	Krauss & Gall, house furnishing goods.....	6 00
"	164	John Adams, wood.....	386 19
April 4.....	165	W. H. Churchman, current expenses.....	78 25
"	166	W. H. Churchman, wages of employes.....	272 00
"	167	W. H. Churchman, salary as Superintendent.....	350 00
"	168	Henry Hilker, provisions.....	13 55
"	169	Eli Ratliff, provisions.....	32 80
"	170	W. Bacon, painting.....	8 75
"	171	Miss L. D. Hawley, salary as Matron.....	87 50
"	172	Miss P. W. Hawley, salary as Assistant Matron.....	92 50
"	173	Andrew Wallace, salary as President of the Board.....	25 00
"	174	John Beard, salary and mileage as Trustee.....	50 20
"	175	John S. Spann, salary as Trustee.....	25 00
"	176	William M. Stillwell, salary as Secretary of the Board.....	25 00
"	177	Indianapolis Gas Co., gas.....	20 75
"	178	J. A. Comingore & Co., pupils' clothing.....	13 35
"	179	J. F. Wingate, provisions.....	16 50
"	180	W. R. Hogshire & Co., groceries.....	5 30
"	181	J. W. Adams & Co., pupils' clothing.....	44 75
"	182	J. H. Baldwin, house furnishing goods etc.....	10 00
"	183	H. D. Davis, meat.....	163 50
"	184	Budd & Huff, provisions.....	54 90
"	185	Van Camp, Jackson & Co., provisions.....	72 18
"	186	Foster, Holloway & Co., groceries.....	500 03
"	187	M. B. Clark, salary as teacher.....	75 00
"	188	J. M. Kitchen, salary as Physician.....	50 00
May 2.....	189	W. H. Churchman, current expenses.....	99 47
"	190	W. H. Churchman, wages of employes.....	273 03
"	191	Henry Hilker, provisions.....	22 50
"	192	Chandler, Railsback & Co., window shades.....	45 62
"	193	Sohl, Gibson & Co., feed.....	10 50



## Warrants issued by Order of the Trustees—Continued.

DATE.	No.	TO WHOM ISSUED, AND ON WHAT ACCOUNT.	AMOUNT.
1866.			
May 2.....	194	W. Bacon, painting.....	\$56 00
"	195	Richard Hodges, repairs.....	29 00
"	196	Henry Grandstaff, carpenter work.....	63 00
"	197	Pa. Inst. for the Blind, school apparatus.....	68 60
"	198	H. W. Ballard, salary as teacher.....	150 00
"	199	M. B. Clark, salary as teacher.....	150 00
"	200	Miss S. J. Larned, salary as teacher.....	87 50
"	201	Miss M. E. Hanna, salary as teacher.....	75 00
"	202	Miss M. L. Vance, salary as teacher.....	75 00
"	203	Miss A. A. Howard, salary as teacher.....	26 25
"	204	Ramsay & Hanning, force pumps and plumbing.....	187 41
"	205	H. D. Davis, meat.....	127 86
"	206	Indianapolis Gas Co., gas.....	22 35
"	207	McCord & Wheatley, lumber.....	53 22
"	208	J. W. Adams & Co., pupils' clothing.....	56 40
"	209	Foster, Holloway & Co., groceries and flour.....	403 03
"	210	Budd & Huff, provisions.....	135 15
"	211	F. Goepper & Co., pupils' clothing.....	68 75
"	212	G. G. Holman, provisions.....	35 85
"	213	Douglas & Connor, printing and book binding.....	67 75
"	214	Wiles & Reynolds, painting materials.....	175 30
"	215	Wilson & Gorgas, hardware.....	41 19
"	216	Jones, Hess & Davis, dry goods.....	58 44
"	217	C. E. Geisendorff & Co., dry goods.....	124 54
"	218	T. A. Lewis, wood.....	550 00
"	219	Mrs. A. Baker, pupils' clothing.....	12 88
June 6.....	220	W. H. Churchman, current expenses.....	90 16
"	221	W. H. Churchman, wages of employes.....	261 04
"	222	W. M. Bacon, painting.....	120 75
"	223	Henry Grandstaff, carpenter work.....	60 00
"	224	C. Fletcher, jr., shrubbery.....	24 00
"	225	Henry Harris, white washing.....	19 75
"	226	Isaac Stubbs, provisions.....	15 60
"	227	Adrian Dommanget, oats.....	13 31
"	228	Henry Hilker, provisions.....	27 00
"	229	Tuttle, Hiatt & Bro., provisions.....	24 79
"	230	Jones, Hess & Davis, pupils' clothing.....	29 40
"	231	C. E. Geisendorff & Co., pupils' clothing.....	43 96
"	232	F. Goepper & Co., pupils' clothing.....	34 95
"	233	Wiles & Reynolds, paints and drugs.....	84 09
"	234	Bowen, Stewart & Co., books and stationery.....	46 00
"	235	J. W. Adams & Co., pupils' clothing.....	68 88
"	236	I. L. Frankem, house furnishing goods.....	14 45
"	237	Krauss & Gall, wall paper and carpeting.....	151 37
"	238	Spiegel, Thoms & Co., furniture, etc.....	33 50
"	239	Moore, Hunt & Co., provender.....	13 05
"	240	Foster, Holloway & Co., groceries.....	172 97
"	241	H. D. Davis, meat.....	125 20
"	242	Indianapolis Gas Co., gas.....	15 90
"	243	Myer & Strauss, pupils' clothing.....	114 50
"	244	McCord & Wheatley, lumber.....	43 64
"	245	George Haas, bread.....	170 20
"	246	W. & H. Glenn, pupils' clothing.....	6 87
"	247	Sponsler & McCreery, house furnishing goods.....	37 75
"	248	Budd & Huff, provisions.....	97 07
"	249	R. L. & A. W. McOuat, house furnishing goods.....	42 80
July 3.....	250	W. H. Churchman, current expenses.....	75 49
"	251	W. H. Churchman, wages of employes.....	256 00
"	252	W. H. Churchman, salary as Superintendent.....	350 00
"	253	A. Wallace, salary as President of the Board.....	25 00
"	254	John Beard, salary and mileage as Trustee.....	50 20
"	255	John S. Spann, salary as Trustee.....	25 00
"	256	W. M. Stillwell, salary as Secretary of the Board.....	25 00
"	257	Miss L. D. Hawley, salary as Matron.....	87 50
"	258	Miss P. W. Hawley, salary as Assistant Matron.....	62 50
"	259	J. M. Kitchen, salary as Physician.....	50 00
"	260	Tuttle, Hiatt & Bro., provisions.....	15 66
"	261	W. M. Bacon, painting.....	141 75
"	262	Henry Grandstaff, carpenter work.....	66 09
"	263	Henry Hilker, provisions.....	45 15
"	264	David Munson, repairs on lightning rods.....	14 00
"	265	Indianapolis Gas Co., gas.....	13 30
"	266	H. D. Davis, meat.....	118 60
"	267	J. W. Adams & Co., pupils' clothing.....	36 35

*Warrants Issued by Order of the Trustees—Continued.*

DATE.	No.	TO WHOM ISSUED, AND ON WHAT ACCOUNT.	AMOUNT.
1866.			
July 3.	268	McCord & Wheatley, lumber.....	\$48 96
"	269	G. G. Holman, provisions.....	16 80
"	270	F. Gøpper & Co., pupils' clothing.....	35 25
"	271	Merrill & Co., books.....	7 25
"	272	Wiles & Reynolds, paints, oils, etc.....	175 39
"	273	Foster, Holloway & Co., groceries.....	286 11
"	274	C. E. Geisendorff & Co., pupils' clothing.....	59 16
"	275	Budd & Huff, provisions.....	101 93
"	276	A. M. Benham & Co., sheet music, piano tuning, etc.....	60 00
"	277	R. L. & A. W. McQuat, repairs on roof and gutters.....	336 45
"	278	H. W. Ballard, salary as teacher.....	150 00
"	279	M. B. Clark, salary as teacher.....	87 50
"	280	Miss S. J. Larned, salary as teacher.....	75 00
"	281	Miss M. E. Hanna, salary as teacher.....	75 00
"	282	Miss M. L. Vance, salary as teacher.....	87 50
"	283	Miss A. A. Howard, salary as teacher.....	139 76
"	284	George Haas, bread.....	59 50
September 5.	285	W. H. Churchman, current expenses.....	229 65
"	286	W. H. Churchman, wages of employes for July.....	217 71
"	287	W. H. Churchman, wages of employes for August.....	102 00
"	288	Henry Grandstaff, carpenter work.....	215 25
"	289	W. M. Bacon, painting.....	43 60
"	290	Henry Hilker, provisions.....	16 70
"	291	Hand & Ellsworth, printing paper.....	12 15
"	292	Stewart & Morgan, glass, etc.....	25 50
"	293	W. & H. Glenn, house furnishing goods.....	15 00
"	294	T. A. Lewis, bricks.....	495 71
"	295	R. L. & A. W. McQuat, repairs on roof and gutters.....	361 57
"	296	Foster, Holloway & Co., groceries.....	15 36
"	297	Indianapolis Gas Co., gas for July and August.....	42 50
"	298	S. W. Drew & Co., repairs on vehicles.....	30 00
"	299	Charles Cox, house furnishing goods.....	203 52
"	300	Wiles & Reynolds, paints, oils, etc.....	131 39
"	301	Budd & Huff, provisions.....	147 56
"	302	Ramsay & Hanning, plumbing.....	100 00
"	303	H. D. Davis, meat for July and August.....	31 75
"	304	George Lowe, repairs on vehicles.....	1,045 00
"	305	Nelson Gilberts, wood.....	150 42
October 3.	306	W. H. Churchman, current expenses.....	218 93
"	307	W. H. Churchman, wages of employes.....	85 00
"	308	W. M. Bacon, painting.....	25 00
"	309	A. Wallace, salary as President of the Board.....	50 20
"	310	John Beard, salary and mileage as Trustee.....	25 00
"	311	John S. Spann, salary as Trustee.....	25 00
"	312	William M. Stillwell, salary as Secretary of the Board.....	350 00
"	313	J. M. Kitchen, salary as Physician.....	87 50
"	314	W. H. Churchman, salary as Superintendent.....	62 50
"	315	Miss L. D. Hawley, salary as Matron.....	125 00
"	316	Institution for the Deaf and Dumb, book case.....	10 00
"	317	Tutewiler & Sutton, repairs.....	12 90
"	318	Indianapolis Gas Co., gas.....	333 51
"	319	Foster, Holloway & Co., groceries.....	77 31
"	320	J. F. Wingate, provisions.....	76 40
"	321	H. D. Davis, meat.....	11 59
"	322	Charles Cox, house furnishing goods.....	6 85
"	323	Budd & Huff, provisions.....	40 25
"	324	J. W. Hess & Co., pupils' clothing, etc.....	37 64
"	325	John McCreery, house furnishing goods.....	25 60
"	326	F. Gøpper & Co., pupils' clothing.....	31 18
"	327	Mick & Co., provisions.....	65 75
"	328	Browning & Sloan, drugs, etc.....	14 25
"	329	Myer & Straus, pupils' clothing.....	22 60
"	330	J. W. Adams & Co., pupils' clothing.....	23 10
"	331	Stewart & Morgan, repairs.....	23 75
"	332	J. D. Myres, provender.....	284 75
"	333	Roll & Smith, house furnishing goods.....	27 55
"	334	Henry Hilker, provisions.....	14 44
"	335	C. E. Geisendorff & Co., pupils' clothing.....	
"	336		
			\$33,340 08

W. M. STILLWELL, *Secretary.*



## APPENDIX B.

### SUPERINTENDENT'S REPORT.

The undersigned, in accordance with the by-laws of the Institution, would respectfully submit the following summary as the Twentieth Annual Report of the Superintendent.

It is cause for thankfulness to the Supreme Ruler of the Universe, that our interesting charge has been permitted to enjoy another year of its wonted prosperity in dispensing the benefits of education and the comforts of a home to a large number of the afflicted children of the State. In point of health, our numerous family has been particularly fortunate, no case of severe indisposition having occurred in the Institution during the year, and the number of cases of any kind, requiring the attention of our physician, being unusually small, while the progress of the pupils in every department of instruction and training, has never been surpassed in that of any previous year in the history of the Institution. In the matter of deportment, too, as well as of cheerful contentment and happiness, we think it would be hard to find, in this or any other State, a school of any class of persons that can show a more encouraging record. It is also worthy of remark, that the average intellectual standard of our present school, as to natural ability, is higher than that of any class heretofore under instruction in this Institution. In short, we feel that the people of the State have abundant cause to congratulate themselves upon the ample returns they are receiving for their liberal investment of both money and sympathy in the humane work of ameliorating the condition of the unfortunate "children of night" entrusted to your care.

R. B. A.—2



## ASSISTANT OFFICERS.

Since the date of my last report, several changes have taken place in our corps of instructors, as follows:

The assistant teacher in the Music Department, Miss A. A. Dyer, who had been connected with the Institution since the first day of October, 1861, vacated her position on January 2d of the current year, and was succeeded by Miss A. A. Howard, on the 28th of March following, by appointment of your Board, Miss Howard was afterward reappointed to the same position for the present season, and still remains connected with the Institution.

At the close of the last session of the school, Mr. H. W. Ballard, Miss M. L. Vance and Miss S. J. Larned, teachers in the Literary Department, terminated their connection with the Institution, after serving out the full period for which they were appointed. Mr. Ballard had been with us three years; Miss Vance one year, and Miss Larned over four years. The latter had, prior to her engagement with us, been connected for some time with another similar institution, and she therefore possessed an amount of experience in our work, which, aside from her natural fitness for it, caused her discontinuance with us to be felt as a serious loss to the Institution. Of the labors of all three, while connected with our school, I have nothing but commendation to express.

The vacancies created by the withdrawal of the three teachers last mentioned, were filled by the appointment of Mr. G. M. Ballard, Miss S. A. Scofield and Miss J. Cook, all of whom entered upon duty at the commencement of the present session. Mr. Ballard is favorably known to you, as having been previously connected with the Institution for several years, in his present capacity as principal teacher. Miss Scofield already possessed several years experience as a teacher in the Wisconsin Institution for the Blind, and came to us highly recommended by the Superintendent thereof. Miss Cook was without experience in this particular work, but had been for some years a successful teacher in schools for the seeing. All of these new appointees are giving entire satisfaction in the discharge of their duties, and I would bespeak for them the full confidence of your Board.

In the management of the male branch of the Work Department, a change has also been made, Mr. S. McGiffin having been succeeded, on the 1st of April last, by Mr. J. W. Bradshaw, in charge



of the shops and the instruction of the pupils therein. Of the success of the latter, in this, to him, new field of labor, I am likewise permitted to bear favorable testimony.

In addition to the above mentioned changes among the incumbents of offices heretofore existing, the office of Steward has been created, and Mr. W. M. Stilwell selected to discharge the duties thereof. Mr. Stilwell is favorably known to your Board as its present Secretary, and as having been connected with the Institution in the capacity of clerk for several years past. You will therefore, without doubt, give him your confidence in his new position.

The remaining members of our corps of assistant officers continue, as heretofore, to labor with fidelity and success in their respective departments, and I would again ask for them the encouragement of your confidence and support.

The whole corps for the current session stands as follows:

*Teachers in the Literary Department.*—Mr. G. M. Ballard, Miss M. E. Hanna, Miss S. A. Scofield and Miss J. Cook.

*Teachers in the Music Department.*—Mr. M. B. Clark and Miss A. A. Howard.

*Instructors in Handicraft.*—Mr. J. W. Bradshaw and Miss P. W. Hawley.

*Physician*—Dr. J. M. Kitchen.

*Steward.*—Mr. W. M. Stilwell.

*Matron.*—Miss L. D. Hawley.

*Assistant Matron.*—Miss P. W. Hawley.

#### PUPILS.

The number of pupils connected with the Institution at the date of my last report was ninety-five. Since that date twenty-five new ones have been received, making one hundred and twenty for the year—males, fifty-four; females, sixty-six. For their names and places of residence, see appended catalogue.

All of the above mentioned were residents of Indiana, except one, who was a pay pupil from the State of Michigan.

The following table exhibits the number received from each of the counties represented in the Institution:

COUNTIES.	Males.	Females.	Total.
Adams.....	1	...	1
Allen.....	1	...	1
Boone.....	2	4	6
Calhoun, Mich.....	...	1	1
Carroll.....	...	1	1
Cass.....	...	2	2
Clark.....	...	1	1
Clinton.....	1	...	1
Crawford.....	...	2	2
Dearborn.....	1	...	1
DeKalb.....	1	1	2
Delaware.....	...	2	2
Elkhart.....	1	...	1
Fountain.....	...	4	4
Franklin.....	1	...	1
Fulton.....	1	...	1
Grant.....	1	...	1
Greene.....	...	2	2
Hamilton.....	...	3	3
Hancock.....	1	3	4
Harrison.....	1	...	1
Hendricks.....	1	...	1
Henry.....	...	2	2
Howard.....	1	...	1
Huntington.....	...	1	1
Jasper.....	1	...	1
Jay.....	3	...	3
Jefferson.....	2	...	2
Jennings.....	1	...	1
Johnson.....	2	1	3
Kosciusko.....	...	1	1
Knox.....	...	1	1
Lake.....	...	1	1
Laporte.....	2	2	4
Lawrence.....	3	...	3
Madison.....	1	2	3
Marion.....	7	2	9
Marshall.....	...	2	2
Miami.....	1	...	1



COUNTIES.	Males.	Females.	Total.
Monroe .....		1	1
Montgomery .....		1	1
Morgan .....	1	4	5
Noble .....		1	1
Parke .....	1	.....	1
Perry .....	2	.....	2
Posey .....	2	3	5
Putnam .....	1	1	2
Ripley .....		1	1
Scott .....	2	1	3
Shelby .....	1	2	3
Steuken .....		1	1
Stark .....	1	.....	1
St. Joseph .....		1	1
Sullivan .....	1	1	2
Switzerland .....		1	1
Tippecanoe .....	1	1	2
Union .....		1	1
Vanderburg .....		1	1
Vigo .....		1	1
Wayne .....	1	1	2
Wabash .....	1	.....	1
Whitley .....	1	1	2
	54	66	120

Of the one hundred and twenty pupils referred to above, one Barbary Kellar, who entered the school at the beginning of the last session, in a very delicate state of health, died at her home in this city, on Dec. 5; five were honorably discharged; one was expelled for misconduct; three left informally without completing their studies; and five remained away during the year without signifying their intention not to return. Deducting these from the whole number, we have one hundred and five as the present number connected with the school. But of this last number, twelve have not yet returned since the vacation, which leaves the actual number in attendance at this date, ninety-three.

## LITERARY DEPARTMENT.

In this department, we have returned to the graded system formerly introduced, but abandoned for the past two or three years. It is found to possess many advantages with us, as in schools for the seeing. We make as many divisions as there are teachers, and give each teacher the special charge of one division, both in and out of the class rooms. In a few instances, however, it is found advantageous for teachers to exchange classes with each other, in order to give them an opportunity to teach in the branches for which they are, severally, the best qualified.

In the routine of studies, no change worthy of mention has been made, excepting the introduction of a method of tangible writing, known as the Braille system, and the memorizing, as a daily class exercise in each division, of appropriate selections from approved writers.

The aim of the last mentioned exercise is not to improve the pupils in declamation, so much as to extend their knowledge of language, and promote a critical taste and judgment in its use. So much of any language, especially the figurative part of it, owes its origin to the visual sense, that its true significance must, in many instances, be hidden from the born blind, or those who lose their sight during infancy, without the intervention of special means for their improvement in this direction; and it is to supply this desideratum, that the exercise alluded to has been introduced. So far, the result of the experiment is thought to be highly satisfactory. The subject indicated by these general remarks, is, one of great importance in its bearing upon the education of the blind; but as it will be treated more fully in another part of this communication, we leave it here without further remark.

The course of study adopted for the several divisions during the current session, is as follows:

*Division A*—Orthography, Reading, Arithmetic, Object Lessons and Memorizing selected Compositions.

*Division B*—Orthography, Reading, Writing, Arithmetic, Geography and Memorizing.

*Division C*—Orthography with definitions, Reading, Writing, Arithmetic, Geography, Grammar, History and Memorizing.



*Division D*—Definitions, Writing with grooved card and pencil, improved board and Braille slate, Algebra, Mental Philosophy, Rhetoric, Composition and English Literature, embracing criticism and memorizing.

#### MUSIC DEPARTMENT.

The department of music, under the management of its accomplished principal, Mr. M. B. Clark, continues to perform in a satisfactory manner, its important part in the work of training our pupils for useful independence and happiness.

Most of our present school being quite young, especially on the male side of the house, the orchestral instruction is, for the most part, temporarily suspended, and the choir is not so constituted as to be able to perform the same high order of compositions as during some of the previous years; but increased attention is being given to individual instruction upon the piano forte, and in vocalization; which, after all, is quite as useful to the pupils, though it may not make so imposing a show to the casual visitor. Eight of the male, and twenty-nine of the female pupils, are receiving regular instruction on the piano forte; while the whole school, with few exceptions, are studying the rudiments of music, and being trained in vocal practice. There is also a small class, taking lessons upon the violin and guitar, and another, in theory and composition.

Notwithstanding the recent addition of two piano fortes to our stock of instructional appliances for this department, we still need several more instruments of that class, in order to do full justice to our increasing school. The want of a church organ too, still continues to be felt as a serious hinderance to the proper training of our pupils for the musical profession. Were this supplied, many of our graduates would enjoy enhanced facilities in the direction of gaining a livelihood through their musical attainments. Our's is the only institution of any size in the country, which is destitute of an organ; and until this want is supplied, we cannot hope to do complete justice to those of our pupils, who depend upon their musical education for support after leaving the Institution. It cannot be unknown to your Board that in all parts of our country, as well as in Europe, blind musicians receive liberal patronage as organists in the numerous churches, using the instrument in question. Every



year witnesses an enlargement, in our Western country, of this important field of usefulness to the blind, and it behooves us as one of the leading institutions of the West, to avail ourselves of its advantages, in the promotion of the welfare of our pupils.

It is a mistaken notion with some that the main design, if not the only one, of the musical instruction of the blind, is simply to provide for them a source of enjoyment and recreation; and hence the means necessary to its accomplishment, are often grudgingly bestowed by those who furnish them. Were even this limited view of the case correct, there would be abundant reason for liberality on the part of those who are not smitten with misfortune; but in view of the fact that the profession of music offers to the properly trained blind musician one of the most productive fields for honorable independence, and the additional fact that the professed object of our institutions is to provide their pupils with every available facility for self maintenance, the obligation becomes imperative.

#### WORK DEPARTMENT.

Upon the present condition of this department, we are able to make a highly satisfactory report. Both the male and female branches of it are most successfully carrying out the important work assigned them. But it is of the former that we would speak more particularly.

Under the efficient management of the present contractor, Mr. J. W. Bradshaw, who has been in charge of the shops since the first of April last, they have been carried on with more system, and with better results to the pupils, in the matter of their instruction, than ever before since the foundation of the Institution. He conducts them as an individual enterprise, upon the plan introduced some five years since, and we are more than ever convinced of the correctness of the system in its application to shops of this kind. The Institution is free from the trouble and expense of providing the raw materials and the necessary instructors, as well as from the care, sale, and delivery of the manufactured articles, together with the risk of accumulation and depreciation in prices when the market is dull; while the pupils are more thoroughly trained in skill, industry, and the economical use of materials than they are likely to be under the old system of salaried instructors.



Whatever is to the advantage of the contractor, is likewise to the advantage of the pupil under instruction. If the self-interest of the former impels him to require of the latter that he shall be promptly in his place at the proper time; that he shall work industriously, rapidly, and skillfully while there; and that he shall, in all cases, use his materials to the best advantage, without unnecessary waste, surely the learner is thereby made so much the better mechanic, and hence, put into the best possible condition for obtaining employment after the completion of his trade.

Ours is, we believe, the only institution of the kind where this system prevails, and we should abandon it with extreme reluctance, after our more than five years experience.

It is objected by some with whom we have conversed upon the subject, that, under our plan, the instructor must be liable to neglect the dull of learning, and give his special attention to the more expert. But we have never found any difficulty upon this head so far, and certainly believe there is no more to be apprehended than under the ordinary system. Moreover, this is strictly provided against in our contract with the conductor of the shops. The Superintendent relinquishes nothing of his former control in such matters.

It is also objected, that the contractor cannot sustain himself under such an arrangement, inasmuch as no institution has been able to do so, without more or less pecuniary loss. But our contractor has done it for years, and thus the objection is effectually set aside. Were he to confine himself to the labor of the pupils alone, much of whose work is necessarily inferior, as that of young apprentices, the plan might be less successful. But such is not the case. We permit him to employ, in connection with the pupils, as many skillful journeymen, either blind or seeing, as his business will warrant, and find that the learners, as well as himself, are the gainers thereby in several respects. They are stimulated by the example of the finished workmen to work better and faster, and their general character is favorably influenced by intimate association with experienced seeing persons from the outer world, a circumstance which should have considerable weight with the intelligent educator of the blind.

For the contractor, the employment of additional workmen possesses several advantages. It enables him to extend his business, and give it the character of other establishments where the same



kind of work is manufactured; also, to work off the inferior products of his inexperienced apprentices, in connection with the better ware manufactured by the finished workmen; and, when the number of pupils in the shops is too limited to enable him to supply the demand created by a judicious management of his business, as is the case at present with us, it enables him to retain his customers, by obviating the necessity of their going elsewhere for the time being, at the risk of losing them altogether. For example, we have, at this time, no pupils who are desirous of learning the carpet weaving business; yet there is a brisk demand in the market for this article, which must be supplied, or the trade is lost to the Institution. Hence the looms are kept at work by seeing employes for the time being, until some pupils are received who wish to learn the business. It need hardly be remarked, that the contractor is in no case permitted to occupy the shops with seeing workmen, to the exclusion or detriment of our pupils.

Broom making is now the principal trade carried on in our shops, as is the case with most other institutions for the blind in this country; but we also do something at carpet and mat weaving, brush making and chair seating. There are several additional branches which might be successfully pursued by our pupils, were it not that the present number with us, who are old enough to work advantageously in the shops, is too limited to warrant their introduction.

The first mentioned trade is, however, the one above all others which possesses the most advantages for the greatest number of blind mechanics in any part of the country, but more particularly in the West. These advantages have been so frequently adverted to heretofore, and indeed they are so obvious, that they need not be particularized on this occasion. We may be permitted to say, however, before leaving the subject, that to Indiana belongs the credit of first introducing it as a leading branch of manufacture for the blind. In some of the earlier reports of our Institution may be found the history of our first experiments in the business, which led to its general introduction.

In the female branch of our industrial department, the same kinds of work have been executed during the past year as reported on former occasions, and with the usual success.

The subjoined table exhibits the number, variety, and value of the articles made, as to the labor involved in their production. The



sewing and knitting were done for the use of the household, and therefore produced no direct pecuniary return to the Institution, but must be estimated as so much saved to our current expense fund. The bead work, however, has proved, as usual, a source of profit, as will be seen by the statement of the business of that branch inserted below.

ARTICLES.	NO.	VALUE.
Articles of bead work.....	1,768	
Aprons.....	20	\$7 50
Bed spreads.....	3	75
Chemises.....	30	15 00
Collars, crocheted.....	1	1 00
Drawers, pairs.....	36	13 50
Dresses.....	9	18 00
Garibaldis.....	4	4 00
Handkerchiefs, hemmed.....	64	6 40
Hose, pairs.....	3	1 50
Jackets.....	2	2 00
Mittens, pairs.....	3	1 12
Napkins.....	80	8 00
Night dresses ..	8	6 00
Pillow cases.....	25	4 50
Sheets.....	10	3 75
Skirts.....	30	15 00
Socks, pairs.....	1	38
Table spreads.....	4	1 00
Towels.....	32	3 20
Total.....		\$112 60

#### RECEIPTS AND EXPENDITURES ON ACCOUNT OF BEAD WORK.

##### CREDIT.

By receipts for manufactured articles during the year .....	\$598 61
By value of manufactured articles on hand at close of year.....	202 65
By value of materials on hand at close of year..	131 22
	<hr/> \$932 48

Total credits brought forward..... \$932 48

DEBIT.

To value of manufactured articles on hand at beginning of year.....	\$117 60
To value of materials on hand at beginning of year .....	188 32
To paid for materials during the year.....	221 93
To paid pupils for over-work during the year...	222 30
Total.....	<hr/> \$750 15
Balance in favor of the Institute .....	\$182 33

### GENERAL TOPICS.

As reports of this kind constitute a proper and convenient medium for the exchange of views between the different institutions for the blind, as well as for the general dissemination of knowledge upon the subject of blindness, and the means employed to overcome the disabilities imposed by it, we beg leave on this occasion to introduce some thoughts which it is believed will possess interest for those who are in any way connected with our humane work. If in doing so we find ourselves constrained to differ in some respects from the expressed views of any of our co-laborers, we trust that honesty of purpose will at least be accredited to us, however much we may err in judgment.

The following pages have recently been prepared for another occasion; but, as the views expressed are as applicable here as elsewhere, no apology need be offered, it is hoped, for transcribing them without revision.

#### CAUSES AND DEGREES OF BLINDNESS.

The numerous causes of blindness, immediate and remote, would form a profitable and interesting field of inquiry; but it is one so environed with difficulties that its full discussion here would necessarily occupy more space than could be appropriately devoted to it. It may not be amiss, however, to allude, in a general way, to a few of the more prominent sources of the calamity in question.

In order to a better understanding of the subject before us, it will be found convenient to divide the sufferers into two general classes, the born blind and those who lose their sight at different periods after birth, and to treat of each class separately.



From statistics compiled from the registers of pupils in several of our institutions, embracing fourteen hundred and forty persons, it is shown that about one-fifth of the whole number belong to the first class, or those born blind, and the remaining four-fifths to the second. Strictly speaking, this classification is far from perfect; for it is undoubtedly true that many of the second class are, from birth, so predisposed to blindness, by disease or lack of functional vigor, that only a slight injury, or other exciting cause, is requisite to produce loss of vision; on which account, could the true number be ascertained, they might without impropriety be considered as congenital cases. It will, however, be found sufficiently accurate for present purposes.

Proceeding then to a brief consideration of some of the sources of congenital blindness, or a connate tendency thereto, it would seem that among these the reprehensible practice of intermarriage of blood relations has its full share of responsibility; for in an examination of one hundred and twenty cases of congenital blindness received into the Indiana Institute, statistics upon this point being incomplete in other institutions consulted, we find that one-third are the avowed offspring of such unions; and it is believed that if correct information could always be obtained, the proportion would prove to be much greater. It is a matter of common experience among those who have attempted an investigation into this subject, that the parents and friends of blind children are often induced, by a not unnatural delicacy, to give evasive, and sometimes even untruthful answers to their inquiries. The fact here alluded to, is one of great significance, and invites the serious attention of those who are laboring for the dissemination of such knowledge as lends its influence to the elevation of the human race.

Another fruitful source of congenital blindness, would seem to be the hereditary transmission of general constitutional infirmity, which, though not always recognized as necessarily tending towards the production of blindness, is as liable, under appropriate conditions, to take that direction as any other. It would not be unnatural to expect that blindness is, in itself, often directly transmitted; but statistics do not, to any considerable extent, justify such an assumption. It cannot be denied, however, that where the parents are tainted with constitutional disease resulting in blindness, or tending strongly in that direction, there is, to say the least, an extreme liability to such an unfortunate result. But where the blind-



ness proceeds from causes which are strictly local, that is, confined to the organs of vision themselves, the case is undoubtedly quite different. Nevertheless, as was before remarked, the subject is fraught with difficulty, and the most that can be said upon this branch of it must partake, in a greater or less degree, of the nature of speculation.

Scrofula, in one or other of its manifold phases, as well as drunkenness and all other forms of intemperance which tend to undermine the constitution and vitiate the functions of the bodily organs, are believed to constitute some of the more palpable and productive sources of the general infirmity alluded to in the preceding paragraph. Perhaps the first named is the most prevalent of these. General observation would seem to indicate that such at least is the case in the western and southern sections of our country, where swine flesh forms the staple meat diet of the masses. But whether or not said diet is really productive of a scrofulous condition, as is believed by many, must be determined by those who are better prepared than the writer to examine the subject from a scientific standpoint.

As to the agency of the intemperate use of the corporeal organism, in the propagation of a long catalogue of physical evils in which impairment of vision finds its appropriate place, there can be no question. The truth that nature's laws cannot be violated with impunity, is so plain as to become almost axiomatic.

Of the second general class, those who become blind from causes originating after birth, it is estimated, from appropriate statistics, that about one-seventh lose their sight in consequence of mechanical injury to the organs, resulting from accident or otherwise. The remainder derived their affliction from various forms of disease, some of these attacking the eyes directly, and others indirectly.

As the most prominent of such causes, we may enumerate Purulent Ophthalmia, Conjunctivitis, Staphyloma, Iritis, Amaurosis, Cataract, Cerebro-spinal Meningitis, Catarrh, Whooping-cough, Measles, Small-pox, Scarlet-fever, etc.

Conjunctivitis, of the catarrhal form, and perhaps some others, is quite contagious, and seems to prevail as an epidemic in some sections of our country. Whole families are often attacked with it simultaneously, it being propagated by the common use of the same wash basin and towel, as well as in other ways.

Iritis is, by some authorities, put down as peculiarly a city dis-



ease, being very often induced by syphilitic poison in the eyes of the sufferers. Amaurosis, when not congenital, most generally results from persistent exposure of the eyes to intense light, or the undue use of them in the pursuance of study or some occupation requiring close visual application. There are many other ways, however, in which the disease may be superinduced.

Cataract and Staphyloma are very common forms of ocular disease, and may be contracted in a great variety of ways.

The several diseases of a more general character, enumerated as frequent causes of blindness, though not ocular diseases, superinduce loss of vision in various ways, which it would be irrelevant to particularize here.

Again, as to degrees of blindness, we have also two general classes, known as the totally blind and the partially blind, the latter possessing almost as many grades of vision as there are individuals composing it. And it may be here remarked in passing, that, in an educational point of view, all are considered blind, and therefore legitimate objects of institution care, who are unable to pursue their studies by the aid of sight, in ordinary schools.

Of the fourteen hundred and forty persons received into several of our institutions for the blind from which statistics have recently been procured, the number of those totally blind is found to be eight hundred and seventy, or about sixty-one per cent. of the whole number; while in the Institution of Indiana only thirty-four out of one hundred and twenty congenital, and one hundred and thirteen out of one hundred and ninety-nine post natal cases, are found to be total, or about forty-six per cent. of the whole number received. The reason for this difference between the results obtained in the one institution by itself and those obtained in several combined, is not easy of explanation; nor is it of any importance in the present connection, to attempt to account for it. But the fact of so large a proportion of the post natal cases being total, as compared with the congenital, may have an important bearing in another branch of the subject, to be treated of hereafter.

Abstractly considered the above classifications of causes and degrees would seem to be of little moment, but in the examination of the various accompaniments and effects of blindness it will be found convenient and useful; and it is to be regretted that it could not have been more extended. A recent effort was made to collect from all the institutions for the blind in the United States, full sta-



tistics upon this subject; but the effort failed, mainly, it is thought on account of the omissions on the part of persons conducting them to record the desired particulars concerning the pupils received.

It is not easy, in all cases, to obtain correct particulars upon these points; nevertheless it would seem to be desirable, for many reasons, that all of our institutions should come as near doing so as possible. In this way much light might be shed upon a subject which is not only of importance to the institutions themselves, but likewise of peculiar interest in a general philanthropic and scientific aspect. On the entrance of every pupil, a thorough examination, surgical and otherwise, should be instituted, and the results recorded in such a manner that the following named particulars may be clearly set forth:

1. The correct age of the person.
2. Whether or not the blindness is congenital.
3. If not congenital, at what age it originated.
4. The degree of blindness, specifying as nearly as possible, when not total, the amount of vision possessed.
5. When not congenital, the assigned cause, naming if possible, when originating in sickness, not only the disease to which the blindness is attributable, but likewise the immediate local disease of the visual organs.
6. The general physical condition, as to chronic disease and constitutional soundness.
7. The degree of mental ability.
8. The physical condition of the parents, as to chronic disease and constitutional soundness, prior to the birth of the child.
9. The habits of such persons as to temperance, etc.
10. Whether such parents were related before marriage, and if so, in what degree.
11. Whether more than one case of blindness exists among the children, and if so, how many, naming also the number not thus afflicted.
12. Whether either of the parents or other relative suffered the affliction of blindness, and if so naming the degree of consanguinity.

It would also be well to renew such examination periodically, so far as the pupil is concerned, and note down any change which may have taken place in the physical or mental condition.



## ACCOMPANIMENTS AND EFFECTS OF BLINDNESS.

In treating of the physical and mental condition of persons who are afflicted with blindness, it is almost invariably the case that they are considered as forming a distinct class, separated from the rest of the human family, and possessing in common certain characteristics, corporeal and mental, which distinguish them as members thereof, whereas there is little, if any more reason, for thus abstracting and grouping them than exists in the case of any other set of persons, who happen to be afflicted with a common malady. This undoubtedly arises from the necessity of gathering them into separate institutions of learning, where they may have the benefit of peculiar apparatus and methods of instruction, devised to meet their wants, by adapting them to the tactual sense. But it is very desirable, on many accounts, that care should be taken to avoid this unphilosophical method of treating the subject. Its influence is an unhappy one upon the sufferers themselves, making them, in many instances, feel their misfortune much more keenly, than they otherwise would, and in others, providing a plausible excuse for continuance in peculiar and unbecoming habits which they may happen to contract from improper associations, and which are as reprehensible in them as in any one else. Besides, it tends to mislead the public mind as to the capabilities of the human powers in overcoming the obstacles presented by blindness, and teaches it to look apologetically upon any shortcomings practiced by the smitten ones, as well as distrustfully upon their efforts to battle manfully against the difficulties they must needs encounter in their journey through life. Far better would it be, in every point of view, to pursue a contrary course, and endeavor to counteract every influence whose tendency is to foster the notion of isolation alluded to.

Another prevalent error, akin to the one just referred to, is to class with the untoward influences of blindness upon the bodily and mental powers certain abnormal conditions, which frequently accompany it as concomitant effects proceeding from a common cause, and treat them as necessary to, and inseparable from the accident of blindness; such, for instance, as are often found to co-exist with the lack of vision in the two classes of congenital cases referred to in the preceding section; whereas those same conditions might just as well have been present, and probably would have been, if the organs of sight had been perfect.



Again, this proneness to generalization is manifested in a disposition to attribute to the blind as a class, and as a necessary consequence to their infirmity, divers physical, mental, and moral qualities which happen to be possessed by some of them, in common with all other persons, whether blind or seeing, who have been subject to the same unfavorable influences. The facetious remark of a popular lecturer to his auditors, that, travel where'er they might, they would "find that *human nature pretty generally prevails*," contained a truth as significant in this connection as the remark was humorous. Such a mode of reasoning reminds one of the far famed physician who, finding that one patient had satisfied his craving for sour krout with impunity, and even supposed benefit, administered the same article, with fatal effect, to another patient who happened to be ailing with the same disease; and, as the result of his experience, noted down in his memorandum book, that "sour krout *cures* blacksmiths but *kills* lawyers."

Superadded to these unphilosophical practices is still another; as in the case of the French philosopher, Diderot, (who, by the way, does not lack for imitators on either side of the Atlantic,) in his celebrated "Letter upon the Blind for the use of those who See," which is an undue indulgence in speculative, *a priori* reasoning upon the subject of blindness, instead of following the more correct method of basing their theories upon the results of observation and experience. The influence of this course upon the happiness and well being of the unfortunates to whom it relates would prove a more salutary one, did their reasonings lead them to more encouraging conclusions.

On the other hand there is a class who run to the opposite extreme, and put forth sentiments which encourage false hopes in the objects of their care, as well as in the community at large. The result of this injudicious, though humanely inspired course, is to make those who are subject to its influence over confident of their ability to surmount the obstacles interposed by their infirmity, and, in many instances, almost to persuade them that blindness is a blessing, rather than otherwise. This may be kindness; but if so, it is of the cruel sort. Better would it be for all who are engaged in the management of institutions for the blind to deal frankly with their pupils, withholding nothing from them through fear of discouraging their hopes, but striving in every way to inspire them with fortitude to endure, and strength to overcome the real difficul-



ties of life, which, sooner or later, they must needs encounter. The effect of a course opposite to this will prove, in the end, as discouraging as the one alluded to in the preceding paragraphs.

#### ACCOMPANIMENTS.

But to proceed to a brief consideration of some of the real disabilities associated with blindness, for that such exist it were vain to deny, it may be remarked, in the first place, that in the two divisions of the general class of congenital cases heretofore adverted to, we often find a feeble, abnormal condition of some or all of the physical powers, and the same is true of some of such of the post-natal cases as possess a connate predisposition to the loss of sight. In the language of a distinguished educator of the blind, "the general texture seems loose, the fibre is minus, while the lymph is plus; there is but little vital force, and consequently little energy in the performance of the functions generally, those of the brain of course included," and as a natural sequence, the psychological manifestations are correspondingly feeble, sometimes, indeed, to the extent of idiocy and lunacy. But it must be borne in mind, that this state of things does not *proceed* from a lack of vision. It might just as well, and often does, exist with the clear sighted, that is, such of them as have the misfortune to be born into the world with corporeal organisms equally far below the normal standard.

From the lower grades of the class under discussion, but little in the way of positive results can, of course, be expected, even with the most thorough course of training; but the majority are susceptible, to a greater or less extent, of both physical and mental improvement; which will be in the inverse ratio of their distance below par. It is cause for thankfulness, however, to a merciful Providence that the proportion of these manifoldly afflicted, yet innocent sufferers of the penalty of violated natural and moral law, is relatively so small, compared with the whole number of pupils in any one of our institutions for the blind. It hardly need be added that even among the born blind, with such odds against them as a class, there are found some of the brightest examples of success in battling against the difficulties of blindness.

Again, secondly, there will sometimes be found, among those who lose their sight from mechanical injury, or from disease contracted after birth, instances in which a greater or less degree of



physical infirmity is associated with their blindness, as coetaneous with it, both being effects proceeding from the same cause; but such infirmity need not, excepting in rare cases, materially influence the mental condition; while there is generally more hope of its eradication, by a proper course of hygienic treatment.

#### PHYSICAL EFFECTS.

Thus far, we have spoken only of original disabilities, which sometimes accompany blindness, as associate evils, especially where it is congenital, distinguishing them from those which spring naturally from it, and therein admit of being properly denominated its effects. It now remains to point out some of the latter, and consider the proper means for preventing or counteracting them. As the first in order, therefore, brief reference will be made to the effects upon the physical economy.

In view of the well known fundamental law of our being, that vigorous and unrestrained exercise of the muscular system is absolutely essential to a proper development of the physical powers, and healthy condition of all of the bodily organs, but little particularization will be needed under this head. Suffice it, then, to say, in general terms, that in proportion to the degree in which the visual power is lacking in any given case, all other things being equal, will be the interposing obstacles to such a freedom in the use of the bodily organs, as is necessary to secure the requisite amount of exercise, and that, in the absence of the proper use of means for overcoming these obstacles, the amount of damage sustained by the physical powers will, in each individual case, depend upon the length of time during which they may have remained unexercised. It follows, then, as a natural deduction from these premises, that those who are totally blind from birth or early infancy, are the most liable, as a class, to fall below the proper standard of bodily vigor and development; while those are least so who suffer but a partial loss of vision, and that at a period of life which has afforded time and opportunity for a full measure of physical culture.

Now, when this subsequent deterioration is superadded to the original disabilities referred to as occasional accompaniments of blindness, which is not unfrequently the case, we have a class who are clearly the greatest sufferers of all. And it behooves the friends



of humanity to exhaust every available means, in an effort to ameliorate their extremely unfortunate condition. It is in their unsuccessful labors with this class, that the educators of the blind find the burthen of their discouragements; and some of the least persevering of them are almost ready, at times, to yield to a feeling of despondency, and adopt the conclusion, that they have undertaken a hopeless task, in endeavoring to bring any considerable portion of their pupils up to the ordinary standard of physical and mental attainments. But this will not do. Such must bear in mind, that, even among those who are possessed of all their senses, there may always be found a large class, who are nearly or quite as far below the nominal standard as the small class of which we are speaking; and yet no one, who is himself in a proper mental condition to insure a rational judgment, thinks of giving up the whole human race, or any considerable portion of it, as hopelessly incompetent.

#### MEANS OF COUNTERACTION.

That the physical disabilities alluded to, whether connate or resulting from a condition of blindness, should be removed, so far as human agencies can accomplish such a result, is a matter that does not admit of a question. Every consideration demands it; not only the desirability of vigorous bodily health for its own sake, but that such is necessary in order that the brain shall perform its wonted functions in a proper manner, thus insuring "a sound mind in a sound body." To prove that very much can be done in the direction of preventing the evil effects adverted to, or removing them where they already exist, needs no elaborate argument here or elsewhere. If an enlightened course of hygienic treatment and systematic physical training, through the agency of some well digested course of gymnastic exercises, are found beneficial in the promotion of sound bodily health in seeing youth, in addition to the invigorating sports and occupations which are always accessible to them, how much more essential must those things be to the blind, who are debarred from the health imparting influences of these sports and occupations. While such means of physical culture are almost wholly neglected in many of our institutions, it is believed by the writer that they are not only practicable to the fullest extent, but that they form one of the most essential features of an enlightened course of instruction and training for the blind.

You will therefore pardon him, if, in this connection, occasion is taken to urge their imperative necessity upon the earnest attention of your Board.

#### MENTAL EFFECTS.

We come now to the most interesting, and perhaps the most difficult phase of our present subject, viz: the influence of blindness upon the development and operations of the mental faculties. And if, in order to a better understanding of the topic in hand, it is found necessary to take for examination, the most extreme cases, these who, being totally blind from birth, have had no opportunity for the natural unfolding of the faculties which depend for their operations upon the stimulus received through the medium of the visual sense, we must not fail to bear in mind, that such cases form but a small class, as compared with the whole number. The measure of the influence in question must, of course, be governed, in each individual case, by the age at which the blindness originates, and the degree of obscurity.

As was intimated, this subject is a difficult one at best, and the difficulty is greatly augmented by our inability to obtain accurate statistics. Therefore, in the present instance, we must resort, to some extent, to *a priori* reasoning, in order to a proper elucidation of the principles involved. It is confidently believed, however, from such observations as we have been able to make, that the facts in the case, will justify the conclusions arrived at.

It is laid down, as a fundamental proposition in the prevailing systems of mental philosophy, that the unfolding of the intellectual faculties, at least, is dependent upon the stimulus derived from the external world through the medium of the senses. In view of some of the phenomenal manifestations of the peculiar, spiritual organization which we denominate genius, the strict truth of this doctrine is sometimes deemed, in a slight degree, questionable; but, in the present state of knowledge, we cannot do better than receive it. At all events, to assume that the mind can grow into a condition of complete, harmonious action, with any one of its more important avenues to sensorial impressions closed, is to charge, that an All-wise Creator has endowed his creatures with a useless faculty.

There are those who, either through ignorance of the elementary



principles of mental science, or from want of reflection, manifest great astonishment on discovering that a blind child is possessed of correct notions with regard to the form, dimensions and other tactual qualities of material objects, and straightway proceed to account for the phenomenon by declaring that the power which would have been exercised by the missing sense, had it been present, is mercifully distributed among the remaining ones. But this mode of reasoning, it is scarcely necessary to say, will not answer. Each sense has its especial function, and this function cannot be performed by another. True, after the particular notions which originally reach the mind through a given sense have been derived, through the functional operations of the appropriate organ of that sense, they may afterwards be cognizable by another sense, as acquired perceptions, but without the intervention of the special sense which forms the appropriate channel for the original conveyance of these notions to the mind, they never could reach it. Thus it is with regard to the notions of form, etc., just alluded to. In the absence of the tactual sense from birth, though the visual one be ever so perfect, they never could reach the mind; and so with the original cognitions of light and shade, which form the basis of acquired perceptions of the sense of sight. The mind must remain forever destitute of them, at least in its earthly state of existence, when that sense is missing. Hence it may be remarked, in passing, that the marvelous, unphilosophical stories which we sometimes hear, of certain blind persons being able to distinguish colors by touch, are utterly without foundation in truth. If, then, these premises are correct, while there is no just reason for astonishment at the blind child's possession of the kinds of knowledge before cited, there are, nevertheless, some notions of the qualities of material objects, of which he must remain essentially ignorant, and therefore his mental development must, in just so much, be unfavorably influenced. Now, it is a knowledge of the character and amount of this influence which we are, through our present inquiry, seeking to obtain, in the hope of being able to suggest some available means of counteracting it, so far as such a thing is possible.

The human soul, considered in its relationship to external nature, is sometimes beautifully likened to a musical instrument. "Regarded in itself, it is an invisible existence, having the capacity and elements of harmony." The senses, the brain and the nervous



system generally, constitute the beautiful framework which the Creator has woven around its mysterious, invisible strings. This living instrument is, at first, voiceless and silent, but when it is properly wrought upon "by those outward influences which exist in the various forms and adaptations of the material world," it gives forth ravishing strains of exquisite harmony.

Now, when some of the finer chords of this wonderful instrument, those which carry the beautiful windings of the melody, and contribute their rich blendings of color, light and shade to the deep, swelling harmonies of its ceaseless hymn of praise, remain untouched, save but lightly, by the finger of nature, though no discords may result to mar the effect, yet there will be an absence of some of the parts necessary to that full, rich flood of harmony which alone can satisfy the perfect ear of Deity. And herein we find the sought for *character* of the influence referred to. Its *amount* will depend, first, upon the nicety with which the dormant strings are attuned to the rest, and their consequent susceptibility to sympathetic vibration, as in the manifestations of genius; and, secondly, upon the adaptedness of the means which may be employed by kind friends to counteract it.

But in order to present the matter in a clearer light, let us glance briefly at the operations of the sensorial faculties, or rather those of them which are sometimes denominated the intellectual senses, and trace the influence of these operations upon the more interior portions of the mental economy. To this end, and in order not to stray beyond the established limits of mental science, the following summary is made up, in great part, from the writings of acknowledged authorities upon the subject.

The sense of touch is the medium through which we derive our first notions of externality, or the existence of a world outside of ourselves. Without it, we could have no such notion. The cognitions of this sense are exceedingly definite and perfect. "By it we not only know that a quality exists, but also what it is. We have the knowledge, and we know what it is that produces it. In this manner the perceptions by touch lie at the foundation of all our knowledge of an external world. We rely upon them with more certainty than any other." Many of the qualities originally revealed to us by touch, are subsequently cognizable by sight as acquired perceptions. If, however, in any case, we have reason to doubt



the evidence of sight, we instinctively apply to the sense of touch, in order to verify our visual judgment.

"The principal qualities cognized by touch, besides externality, are extension, hardness, softness, form, size, motion, situation and roughness or smoothness." Besides these, however, there are various bodily sensations of pain and pleasure, given by this sense, which it were useless to mention here.

"Conforming ourselves, therefore, to the *perceptions* of touch, we find that they are almost exclusively given us by the hand. In this manner we obtain a distinct knowledge of extension, of size, of hardness, softness and form. When the body is small, or the discrimination delicate, we rely almost wholly upon the perceptive power of the fingers. In this manner we obtain, experimentally, nearly all our knowledge of the primary qualities of bodies."

"We learn by a proper examination of the subject, that not only does this sense enable us to make large additions to our knowledge, but that it is really the original source of a *great part* of our knowledge of the world around us. Of its intrinsic importance, we may form an opinion from the fact that there is no case on record in which a human being has been born without it. By it alone, as in the case of Laura Bridgman, we may learn our relations to the world around us; may be taught the use of language, and may even acquire the power of writing it with considerable accuracy. This sense is lost only in paralysis, and in those cases in which the individual, drawing near to dissolution, has no further need of any of the organs of sense."

The conceptions of tangible qualities, like the *perceptions* of touch, are exceedingly definite. It is sometimes said that the blind, who rely exclusively upon this sense for their knowledge of external objects, can not form abstract conceptions of these, but must in all cases imagine themselves in immediate contact with the objects conceived. This, however, is a great mistake. Besides being inconsistent with the acknowledged principles of mental science, it is contradicted by observation and experience. Were such a view correct, it would be impossible for a person born blind to have any correct knowledge of distance, or of objects of great magnitude. Nor would he be able to derive information from descriptions of such objects as have never been brought within the reach of his tactual sense.



The sense of sight is, primarily, simple in its function. Nothing is original with it, but perceptions of light, and its various modifications denominated color. These perceptions, however, are exceedingly numerous. "In this respect, the intimations of the sense of sight stand on the same footing with those of taste and hearing. A part of that knowledge which we attribute to the sight, and which has the appearance of being immediate and original in that sense, is not so. Some of its alleged perceptions are properly the results of sensations, combined not only with the usual reference to an external cause, but also with various other acts of the judgment. In some cases, the combination of the acts of the judgment with the visual sensation is carried so far, that there is a sort of transfer to the sight, of the knowledge which has been obtained from some other source. And not unfrequently, in consequence of a long and tenacious association, we are apt to look upon the knowledge thus acquired as truly original in the seeing power." Thus it is with the cognitions of extension, figure or form, magnitude, solidity, distance, relative position and some others. These are all conveyed to the mind through certain dispositions of light and shade.

We are aware that there are not wanting respectable authorities who do not subscribe to the above restricted view of the *original* perceptions of sight, and who think that some of those which have been given as *acquired* perceptions, are possible to the mind, without the intervention of touch; but it would avail nothing to our present purpose to discuss the matter here, or give our reasons for adopting the views set forth. The conclusions sought to be arrived at, may be as legitimately drawn from the one theory as from the other. So long as it is admitted that the several cognitions referred to are attainable by the touch, and no one pretends to dispute the fact, it matters not, if any or all of them are equally attainable by sight, as original perceptions of that sense. In any view of the subject, it is clear, that the sense of sight adds very greatly, nay, almost indefinitely to the scope and powers of the mind, in gathering into its storehouse, those materials from the external world which are necessary to its growth and harmonious development. The possession of this sense, besides the inexhaustable fund of enjoyment it affords, through the endless combinations of color, light and shade, may be regarded as an almost immeasurable extension of the tactual sense, taking in a wide spread field of knowledge at once, or so nearly so that it amounts to the same



thing, reaching out to great distances, grasping objects of immense magnitude, and discerning bodies of exceeding minuteness.

The sense of hearing is also simple in its function, giving rise only to perceptions of sound, but these in an endless variety, equal in extent to those of light and color originating in the visual sense. All of the numberless sounds of nature, animate and inanimate; all of the infinite number of tones which enter into the composition of music; all of the countless sounds of the human voice, in their endless variety of pitch, force, duration and combination, employed as the elements of spoken language, are cognized by the mind as original perceptions of this sense. But hearing also has its acquired perceptions. Through it we learn of magnitude, distance, position, motion, and other qualities pertaining to sonorous bodies; and in this respect, so far as it goes, it bears a close resemblance to the sense of sight.

There are also other points of resemblance in the senses of sight and hearing, which are not often, if at all, alluded to in works on mental science, but which possess sufficient interest to be worthy of mention here. The first of these to which attention will be directed, is, that in all minds, albeit, some may lack a definite consciousness of the truth of the assertion, perceptions and conceptions of sound, particularly the latter, are endowed with the attributes of extension, form, color, position, motion, and, we had almost said, magnitude. As evidence of this, we will cite the circumstance, that in every language may be found numerous qualifying words, relating to visible objects, which apply with equal significance to sounds, thus indicating an intuitive recognition of the fact alluded to. For example, in our own language, we say of sounds, as indicating extension, form and magnitude, that they are broad, full, deep, slender, thin, shallow, acute, obtuse, great, small, long, short, increasing, diminishing, &c.; as indicating position, that they are here, there, high, low, near, distant, elevated, depressed, &c.; as indicating motion, that they are slow, rapid, approaching, receding, retarded, accelerated, rising, falling, trembling, shaking, waving, meandering, winding, undulating, &c.; and as indicating color, light and shade, in general terms, that they are bright, dull, brilliant, faint, clear, obscure, lively, sombre, grave, distinct, shadowy, &c.

This proposition is, we assert, undoubtedly true of all minds, so far as it has just been elucidated. But there are those who go



still farther, and attribute to sounds, or at least associate with them, every known variety of shade and color, and we doubt not that such would be found universally true, if all could accurately analyze their mental operations. We talk about harmony of colors, as well as harmony of sounds; and all understand instinctively what is meant. And inharmony of colors is as offensive to the eye, as inharmony of sounds to the ear. The entire musical world recognize the truth of the principle in question, and talk as freely of color, light and shade, in reference to sound, as does the painter in reference to his visible pictures, and many of our finest musical compositions are intended to represent visible objects and scenes. The seven tones of the *diatonic* scale are said by all to correspond with the seven colors of the prismatic scale, and the harmonic triad of the former with the three primary colors of the latter. The chromatic scale derives its name from the suggestion of color.

In exemplification of the foregoing remarks, we beg leave to insert here the following extract from Gardner's *Music of Nature*, an English work of some celebrity:

"Every one who has attentively listened to sounds, must have noticed, that besides their acuteness and gravity, loudness or softness, shape and figure, there is another quality belonging to them, which musicians have agreed to denominate *color*. The answer of the blind man, who, on being asked what idea he had of scarlet, replied that it was like the sound of a trumpet, is less absurd than may at first be apprehended. If, as Sir Isaac Newton supposed, the impulse upon the nerves of the eye, produced by color, is similar in kind or degree to that produced upon the ear by sounds, the impression upon the sensorium, or seat of sensation in the brain, will probably be the same, or so nearly so, that the ideas of the respective external objects will be associated in the mind. According to this theory, the different musical instruments may be characterized by correspondent colors, so as to be fancifully classed in the following manner:

#### WIND INSTRUMENTS.

Trombone—deep red.

Flute—sky blue.

Trumpet—scarlet.

Diapason—deeper blue.

Clarionette—Orange.

Double Diapason—purple.

Oboe—Yellow.

Horn—Violet.

Bassoon (Alto)—deep yellow.



## STRINGED INSTRUMENTS.

Violin—Pink.

Viola—Rose.

Violincello—Red.

Double Bass—deep crim. red.

In addition to what the preceding scale expresses, let it be understood, that the lowest notes of each instrument partake of the darkest shades of its color, and as they ascend they become of a lighter hue."

In the above extract, the author *speaks* of the matter as fanciful, though he does not appear to *think* so in reality; and, we doubt not, there are many others who will be ready to characterize it as a fanciful notion. But, for our own part, we are strongly inclined to the opinion that its source will be found, on proper investigation, to lie deep down among the fundamental principles of nature, far below the regions of fancy. It is, at least, a note-worthy coincidence, that Mr. Gardner's "*fanciful scale*" should tally so completely as it does with the experience of many others who have been consulted upon the subject.

Again, secondly, the sensations of light and sound, unlike those of taste and touch, have their origin in bodies not in contact with the sentient organs of the percipient, and are each transmitted through space, by vibrations of an elastic medium; which circumstance gives rise to several interesting analogies. For example, a reflected image is to the visual sense what an echo is to the hearing; and pictorial representations have their counterpart in ventriloquism. The one represents distance by diminution of size and faintness of outline and color, while the other produces the same effect by diminution of sound and indistinctness of utterance.

Thirdly, the laws which govern the phenomena of light and sound, the immediate objective perceptions of the senses of sight and hearing, are almost identical, and serve to illustrate each other. So that the teacher of the blind may, through the principles of acoustics, which are entirely within the comprehension of his pupils, convey to the minds of the latter a tolerably correct notion of the principles of optics. True, he cannot give to the born blind a proper idea of the intrinsic nature of light itself, but he may give them such a knowledge of the scientific principles governing its phenomena as will enable them to instruct those who see. It is well known, that the celebrated Saunderson was a successful teacher in optics as well as in mathematics. Let the fundamental notion



of light, in the mind of the blind teacher, be ever so wide of the truth, he cannot lead the seeing pupil astray, even though the positive experience of the latter should not come to his aid. For, whatever that notion be, he has derived it from the language of positive experience, and must use the same correct language in giving expression to his own thoughts.

It may be, that we have dwelt longer upon the topic of these interesting analogies between the senses of sight and hearing, than its importance demands; but we have thought that, if properly wrought out, it might have a useful bearing upon the general subject in hand; and have therefore ventured to throw out a few hints for the reflection of those interested in the discussion of such subjects. We do not, of course, expect to be able to substitute hearing for sight. All we aim at is to ascertain whether or not there is anything to be found in the direction indicated, which will enable us to reach, by indirect means, some of the mental powers which are stunted in their growth through lack of the stimulus ordinarily derived from the external world, through the channel afforded by the visual sense.

Having thus sketched the operations of the three principal sensorial faculties, as proposed, it now remains to advert to the combined influence of these operations upon the more interior departments of the mental economy, and then, if possible, point out what must be the true condition of the mind, when the important factor of sight is left out of the calculation. To do justice to this part of our task, however, would require more space than we have allotted to it; but we will endeavor, in a few general remarks, to indicate the drift of our argument.

We started out with the proposition, that the unfolding of the mind is dependent upon the stimulus of impressions from the material world, received through the channel of the senses; and essayed to point out the character of the respective impressions conveyed by each of the several senses examined. As the constituent elements of food are assimilated by the body, and contribute to the growth of its different organs, so it is with those sensorial impressions and the cognitions to which they give rise, in their influence upon the mind. They form its appropriate aliment, some being assimilated by one of its powers, and some by another. Thus are called into action the faculties of perception, conception, consciousness, attention, reflection, original suggestion, abstraction,



association, memory, judgment, reasoning, imagination, taste, etc., in the department of the intellect; and the various emotions, desires, and affections, natural and moral, in that of the sensibilities.

Without attempting to measure the precise amount of the influence contributed by each particular sense, in the promotion of mental growth, it may be said, in general terms, that the degree of development will depend upon the *quantity*, as well as the nature and variety of the aliment supplied. Now, we have seen that as to nature and variety, the *simple* cognitions furnished by the sense of touch, are, with the exception of light, shade, and color, precisely the same as those furnished by sight, so that there is really but a small class of such cognitions shut out from the mind in the closing of the avenue afforded by the sense of vision; and it is also evident that such class is not essential to at least a partial growth of all of the faculties enumerated above. Without the organ of vision, the mind may have an infinite variety of perceptions and conceptions, simple and complex; it may group its conceptions in numberless combinations, thus enjoying the benefits and pleasures of imagination; it may have a consciousness of its own energies and operations, and give its attention to whatever is passing within or without itself; it may have its original suggestions of a great first cause, of right and wrong, of self existence, personal identity, succession, duration, time, eternity, space, power, and the like; it may abstract, associate, and classify such cognitions as it possesses, store them up in its memory, judge of their relations, reflect and reason upon them, etc.; it may exercise its power of taste, and enjoy the pleasures of aesthetic qualities in surrounding objects, so far as they are perceptible to the remaining senses; it may feel emotions of pleasure and pain, possess desire, and experience the various passions and affections which are the natural endowments of all human souls. In what, then, it may be asked, consists the loss sustained by the absence of vision? Mainly, in the *quantity* of knowledge derived from the faculty of perception, especially that kind of knowledge which ministers to the development of the aesthetic sense, and the ready appreciation and use of figurative language.

We say, mainly in *quantity* of knowledge, because the notions which are derived *exclusively* from the operations of the visual sense, are extremely limited in number. It is through the *acquired* perceptions of sight that very much of the knowledge which is



attainable through the other senses, by a slow and difficult process, is gathered into the mental store-house with superior facility, and hence, in greater profusion. It was said, in another place, that the sense of sight might well be regarded as an almost indefinite extension of the tactual sense in the results of its operations. But, in addition to the greatly enhanced number and variety of *simple* cognitions received in a given time through sight, there are many *complex* ones which can never be received through touch as *immediate* perceptions, but must be conveyed to the mind *mediately*, through tangible representations, or the slow process of verbal description, and apprehended through the agency of the conceptive power.

The superiority of the former sense, as a channel for the conveyance of objective knowledge to the mind, after the latter sense has developed its capacity for the reception of such knowledge, may be estimated by a comparison of the extended horizon bounding the wide-spread field of vision, with the limited one of the tactual sense, whose radius is but an arm's length.

Now, if we consider the character of most of the knowledge received through the intimations of sight, we will readily appreciate the influence of the absence of that sense upon the development of the faculty of taste, and hence, upon the æsthetic department of the mind. Most of the refinement of the æsthetic sense ordinarily derived from a critical study of the beautiful productions of the fine arts, and all of that received from a direct contemplation of the objects and varied scenes of the visible creation with their endless combinations of form, motion, color, light and shade is lost to the soul; and hence, the comparative silence of the finer strings of the wonderful instrument to which it was likened in a previous paragraph. Even in the departments of music and poetry, the only fine arts accessible to the sightless, we find indications of the lack of a full, complete development of the faculty of taste, in all of their born-blind votaries. This remark applies, however, with the most force, to the *descriptive* parts of music and poetry. In the *passional* delineations of these arts, the blind are usually more happy in their renderings. When a more complete system of education for them shall be instituted and carried out, one having especial reference to the department of the mind which most feels the loss of the visual sense, it is believed that a great improvement may be effected in this direction.



In the matter of language, too, as intimated above, blindness interposes a serious disability, which calls for the intervention of direct, special means for its removal, so far as such a result is attainable. We do not allude to the language of every day life, to that of the ordinary arts and sciences, or, indeed, to the more literal part of language, in whatever direction it may be employed; but to the *figurative* portion, which belongs more particularly to æsthetics. The correctness of this statement will be apparent, when it is borne in mind that a very large proportion of our choicest words and figures of speech derive their existence, and hence their beauty and significance, from visible objects. True, there have been many blind persons, in all ages and countries, who have acquired more or less distinction as poetical writers; but it will be found on examination, we think, that all such have either enjoyed the privileges of sight at some time during their lives, or their finest productions are such as do not call for the use of figurative language derived from visual perceptions. Milton, the prince of modern poets, as is well known, did not lose his sight until over forty years of age; while Blacklock, whose poetry will not bear the test of severe criticism in the direction indicated, became blind in very early infancy.

In the affectional department of the mind, we likewise find that the absence of vision has, in some respects, an untoward influence. The powers of the soul, cut off to so large an extent from direct communication with the outer world, and the equipoising influence of objective attractions, naturally concentrate upon its more interior experiences, and find their chief solace in subjective contemplation. Hence is promoted an abnormal development of some of the sensibilities. Perhaps the most notable example of this may be seen in a strongly marked tendency to unhealthy sentimentality. Other examples might be cited, but they will readily suggest themselves to the student of human nature. We may be permitted to say upon this head, however, that care must be observed not to draw too general conclusions from a few extreme cases that may be met with, in which some of the less exalted attributes of the passional nature are found unduly prominent. Our own experience will not warrant the assumption that a school of blind youths differs from any other, in this latter regard. Nevertheless, it is not improbable that with adults who have been allowed to grow up without the refining influences of education and advantageous association, the case is somewhat different.



## MORAL EFFECTS.

Under this head but little need be written. The general remarks embodied in the latter portion of the preceding paragraph will be found to apply with equal force here. We know of no reason why, all other things being equal, the moral status of the blind should differ from that of the seeing; for we are firm in the opinion that the moral sentiments spring from a source too deep to be materially affected by the accident of physical blindness.

We can not pass from our present topic, the unfavorable effects of blindness, without again reminding the reader that we have been discussing an extreme class; those whose blindness is both congenital and total. We would also repeat, in substance, the remark heretofore made, that the measure of the influence treated of will, in all cases, depend upon the degree of blindness and the period of life at which it originates. Nor would we have it forgotten that, even in this extreme class, may be found many remarkable exceptions to the general rules laid down. Did our space permit, it would be a pleasant task to refer to some of the most notable of these. But we must pass on.

## COMPENSATION.

We come now to a more encouraging phase of our subject. As a partial compensation for the loss of the visual sense we find that the usefulness of the others is enhanced by the unusual amount of exercise given them. Not so much that their original perceptions are improved in refinement and accuracy, though this is true in a marked degree, as that the sphere of their *acquired* perception is greatly enlarged. We also find that the conceptive power, in its application to the perceptions of the remaining senses, is considerably augmented by the increased dependence upon it in the mind's efforts to gain objective knowledge. And if this is true of the conceptive power, it must also be true of the imagination to an equal extent.

In elucidation of the remark just made in reference to the increased power of conception and imagination, we may allude to the readiness manifested by the blind in apprehending intelligent descriptions of objects beyond the reach of their tactual sense, and the tenacity with which those descriptions are retained in memory;



also to the facility they acquire in understanding the whole of a complex object when only a part is accessible to them, or the whole of a description when only a portion of it is given; as does the naturalist who constructs an entire specimen of animated nature from a single part. And here we may derive a useful hint in the preparation of a proper course of instruction and training for the pupils of our institutions.

As instances of the acquired perceptions of touch and hearing, of which the blind learn to avail themselves to a greater degree than others in the acquisition of knowledge, we will cite the following:

1. Through tactual impressions, made by reverberations of the intervening atmosphere, upon the face and other exposed parts of the person, as well as through auditory impressions, made by reverberations of sound, the proximity of objects is readily perceived; and by close attention to these intimations of the senses of touch and hearing, the blind are enabled to walk without a guide through the most crowded thoroughfares; also to estimate the size of an apartment with some degree of accuracy, together with the number and character of the objects it contains.

2. Through the form and pressure of the hand, when grasped or laid upon the person, and through the sound of the voice, the footstep or even the breathing of an acquaintance, he is easily recognized by a blind person of delicate perceptions.

3. The age, disposition, size and nationality of a person, may be estimated with nearly or quite as much accuracy through the sound of the voice, as they are by the eye, through physiognomical and other indications.

4. Also, through the suggestions of sound, may be ascertained the substance, magnitude, form, location, motion, and other circumstances pertaining to objects. By the tone of a bell, we learn its size, as well as what it is, and so of other sonorous bodies; we can tell whether they are metallic or otherwise, whether they are hollow, solid, thick, thin, etc.; by striking upon a cask or other hollow body, we can tell whether it is full or empty; by striking or walking upon the floor of a room, we may learn whether it is furnished or unfurnished; by the sound of moving bodies, we ascertain their distance from us, and whether they are approaching or receding, and so on, almost *ad infinitum*. By attention to the innumerable sounds which salute the ear on every hand, the blind receive intimations which escape the seeing.



It is believed that if all, or any considerable number of our acquired perceptions of the character of the foregoing, could be properly collected, arranged and classified, they might form a valuable aid to the teacher of the blind, in his efforts to provide appropriate substitutes for visual perceptions.

## MEANS OF COUNTERACTION AND INSTRUCTION.

Having in the foregoing division of our subject endeavored to set forth in a plain way, the most palpable influences of blindness upon the physical and mental economy, it is proper that we should next consider some of the means which are best calculated to counteract those influences, as well as the most appropriate system of instruction to be pursued in the education of those who are bereft of the visual sense. But the prescribed limits of a paper like this, do not admit of an extended discussion of the topic in question. We must, therefore, content ourselves with a few general remarks upon each of the more important points involved.

As a general, fundamental proposition, it may be laid down, that the education of the blind should, in every possible respect, conform to that of the seeing; and, as a corollary therefrom, that the same means should be employed in the one case as in the other, so far as they may be found applicable. In reference to the qualification contained in the propositions just enunciated, it may be remarked, that an intelligent consideration of the subject, will show less difference between the two cases than is generally supposed. The necessary modifications in some of the mechanical appliances, and the employment of special means in a few directions, to meet the requirements of the blind scholar, do not effect the general principles involved in the matter of education. If these truths are kept steadily in view, little more need be said here, than is necessary to call attention to some of the special means hinted at.

### PHYSICAL TRAINING.

Upon this head, we have already ventured a few remarks in reference to appropriate provisions for counteracting the effects of blindness upon the bodily powers. To these, we will only add, that no institution is complete in its appointments, without a commodious gymnasium and other necessary appliances for thorough



physical culture. Nothing more in this regard is demanded for the blind, than is deemed necessary for the seeing. But that the former need such helps incomparably more than the latter, is too palpable a truth too need enlarging upon.

#### OBJECT TEACHING.

In schools for the seeing, appliances for object teaching are coming to be considered as a prime necessity. Now, if we but consider for a moment the vastly inferior advantages of the blind child as compared with those of the seeing one, in the acquisition of objective knowledge, we cannot fail to see that the needs of the former in this direction also, infinitely transcend those of the latter. Very many of the objects most familiar to the seeing, in their daily pursuits, escape the notice of the blind, without their attention is called by some lucky circumstance especially to them. Moreover, many of these objects are, in consequence of their position or great magnitude, inaccessible to the fingers of the latter. Still further, the innumerable pictorial representations which daily meet the eye of the seeing child, are hidden from the sightless one. These, and many other similar considerations, plainly suggest the necessity, in every school for the blind, of an extensive cabinet of specimens from the domains of nature and art. By this means we may greatly increase the quantity and variety of perceptive cognitions, and thereby do very much toward counteracting the evil effects of blindness by promoting the development of the more interior faculties of the mind, as was before shown to be needed. Such a cabinet should contain a variety of mineral and metallic substances; specimens and models of the products of the vegetable kingdom as well as that of animated nature; a human skeleton, and representations of the different organs of the body, as well as skeletons of the types of different orders of animals; representative busts of the different races of men, and of distinguished individuals; models of noted buildings, showing their constituent elements of architecture, with their several combinations into the different orders; models of marine architecture, showing the different classes of vessels; models of the various implements, machines and devices in general use, such as pumps, water wheels, steam engines, etc.; tangible representations of interesting natural features, such as the Falls of Niagara, and of others where the beauties of nature and



art are combined, as in the Central Park of New York City; models of noted statues, monuments, etc.; and a variety of other similar objects. Such a collection would admit of indefinite extension, and each article added to it would increase its usefulness just so much. Every college of note, for the seeing, has its cabinet of natural specimens, at least, and why should not an institution for the blind have one also? True, it would involve some additional expense; but if expense is a secondary consideration in the education of the seeing, with all their natural advantages, why should it not be so in the education of the blind?

What cannot be said in favor of the prime necessity of the employment of such special means in the instruction of a class of persons who, being deprived of the important sense of vision, must depend upon the circumscribed powers of the remaining ones for the acquisition of their objective knowledge. Think you, but for a moment, upon the far reaching scope of the mind, through the medium of the visual sense, gathering into its never filled store-house, almost at a single impulse, a specific knowledge of the countless objects embraced within the horizon of the beholder, and contrast this *extended* view with the blind child's *contracted* horizon, whose radius terminates at his finger ends, and whose area is but slowly traversed by his tactual sense. You will then begin to realize the necessity of bringing within his reach the many objects which would otherwise be inaccessible to him, and wonder, not at our asking for so much to aid him in his search after objective knowledge, but rather at the marvelous results of his slow, patient toiling after the mental aliment which is acquired by you with so little effort. Perchance, too, you will find here fresh cause to admire the beneficence of that compensating law by which Divine mercy "tempers the wind to the shorn lamb."

#### INTELLECTUAL TRAINING.

It is hardly necessary to say, that the course of study and drill for the promotion of this object should be most carefully prepared, and thoroughly carried out. Every exercise should have a specific aim, in the production of a full, well-balanced development of all of the intellectual powers. Judicious training, in this regard, is even more necessary with the blind, than with the seeing.

Passing over most of the elementary branches, as claiming no



special comment, other than the trite one, that they should be thoroughly mastered as a foundation for future progress, a few suggestions will be offered in reference to the peculiar adaptedness of certain studies to meet the requirements of the case before us:

1. As the first of these, we will mention geography; not the political department of that science, but the physical, in its most extended scope. Treating so largely, as it does, of objective knowledge, it is peculiarly fitted to do an important work in training the perceptive and conceptive faculties, as well as in filling the void created in the mind by the absence of the sense mostly employed in the gathering of such knowledge. The cabinet above referred to would contain many objects well calculated to facilitate the pursuit of this study. In the preparation of globes and maps it should be deemed imperative that they represent, in relief, as nearly as possible, the physical features of the earth's surface. Few of those now in use are thus constructed, and the consequence is, that, despite the efforts of the best teachers, their pupils acquire very incorrect notions upon the subject in question.

2. To natural philosophy and the physical sciences generally the foregoing remarks will apply with equal propriety. All serve to store the mind with objective knowledge, and thereby aid in counteracting its tendency to undue abstraction and subjective contemplation. Most of the philosophical and other scientific apparatus in general use, can, with slight modifications, be successfully employed in the instruction of the blind.

But for the science of botany, in addition to what has just been said of the natural sciences in general, something more may be claimed. With an intelligent application of its principles, on the part of the teacher, it may be made eminently subservient in the development of the æsthetic sense. The beautiful forms and adaptations of the vegetable kingdom, independently of color, are so numerous and varied, and at the same time so palpable to the touch, that they constitute a wide and interesting field for the exercise of the perceptive faculties of the blind student. This branch is not usually taught in institutions for the blind, but our own experiments with several classes have demonstrated to us, at least, its importance as one of the regular branches of the course.

3. Thus far we have spoken only of those branches whose principal aim is the training of the faculties of perception and conception, and the enlargement of the mind's store of objective cognitions.



We now pass to such as aid in the cultivation of the more interior class of faculties, whose office it is to analyze, compare, arrange, classify, combine, and reason upon the relations of these cognitions, together with those of original suggestion. And, among the branches in question, we may be permitted to mention those of mathematics and mental philosophy as claiming an important position in a proper course of instruction. Much attention is usually given to the first of these branches in our best institutions, and the results obtained are highly satisfactory, in themselves considered. But in the comparative neglect of most of the departments of study previously referred to, it is found that the minds of their pupils are unevenly developed; and, if there is any truth in the statement sometimes made, that educated blind persons are unusually prone to skepticism, it may be traced to this cause.

Of the usefulness of mathematics in general, as an agent for disciplining the mental powers, nothing need be said with especial reference to the education of the blind; but for the particular science of geometry we would claim a peculiar adaptedness to our work. Properly taught, especially without the use of diagrams after the elements have been mastered, it proves a valuable aid in the cultivation of the conceptive power, and hence the facility of acquiring knowledge through the medium of verbal descriptions. This will be obvious when it is borne in mind that, in the absence of diagrams in relief, the pupil must construct imaginary ones for himself, and with the mind's eye, as it were, trace out the position and relations of their various parts in studying and reciting his demonstrations. The most complicated figures may be successfully drawn, in this way, upon the mental blackboard of the student, and tenaciously retained there. This process is often carried to such an extent, by the blind mathematician, as to excite the wonder of those who habituate themselves to the use of visible diagrams. From this general statement of the case it is trusted that the value of the science of geometry, in the education of the blind, will be duly appreciated.

4. From what has already been said in the foregoing pages the importance of thorough, systematic instruction in the science of language will be manifest without an extended discussion of the subject in this connection. It is not sufficient to teach the elementary principles of English grammar, but the philosophy of language in its broadest sense must be inculcated if we would truly educate



the pupils of our institutions. The departments of rhetoric and composition must receive especial attention if we would, to any considerable extent, supply the void consequent upon the absence of sight, as heretofore explained. It is believed that, with judicious preparation in the way of instruction and training, blind persons may become successful teachers in language. As to the descriptive parts of it, however, the same remarks will apply, to some extent, as were made in connection with the subject of teaching optics.

5. Music, properly taught, constitutes, perhaps, the most effective agent hitherto employed for the cultivation of the æsthetic faculty in persons bereft of sight; but in order to make it in any large degree successful, as such agent, it must be thoroughly taught as to principles, as well as practice. No mere smattering of either the art or science of music will answer. But, beside the usefulness of this one of the fine arts, in an educational point of view, the profession of music offers to the educated blind, who are possessed of the requisite natural endowments as well as acquired attainments for its successful prosecution, one of the most available means for self maintenance; and this circumstance offers an additional reason of great weight for its being taught in our institutions in the most thorough manner possible. Numerous examples throughout the civilized world of marked success in the prosecution of music as a profession, notwithstanding the æsthetic conditions hinted at in a previous section, might be cited, but we lack space for reference to any of them.

In addition to music, there are undoubtedly other means of equal efficiency, or nearly so, for the promotion of the end in question, were they properly applied. We have already mentioned the study of botany in this connection, and would add to it the proper study of rhetoric, as well as a critical examination and study of appropriate objects which might be furnished by a well stocked cabinet of the kind mentioned above. The relation of botany to rhetoric, as a source of the most beautiful similes and metaphors, will readily appear upon reflection.

Again, in connection with the study of rhetoric, a thorough and systematic drill in the application of the principles of criticism to poetical compositions of a high order, especially those involving figures derived from visible objects, would be found exceedingly beneficial in the development of the faculty of taste. From our own experiments in this direction, we are satisfied with the correct-

ness of the view just expressed. In order to reap all the advantages possible from this feature of the course of æsthetic training, however, the pupils should be required to memorize the compositions criticised. Moreover, the exercise should not be confined to the advanced pupils, but practiced with the youngest also, care being taken in all cases to select compositions which are adapted to the capacity of the learner. In addition to the advantage just claimed for this exercise, there are others which are worthy of consideration. One of these we may be permitted to state, and that is that it will add largely to the vocabulary of those who engage in it, and greatly improve the character of their language, as well as their readiness in its use.

In view of the effect of blindness upon the æsthetic department of the mind, as set forth in another portion of this communication, it is believed that too much value can not be attached to any means which may be found productive of good results in the direction of its eradication. Even in the department of music, the special fine art of the blind, marked improvement would be experienced by a more general cultivation of the æsthetic sense.

#### MORAL TRAINING.

As there seems to be nothing in the nature of blindness, *per se*, which necessarily affects the moral status of persons who are afflicted with it, we need not tarry to discuss this subject here. The moral training which is best adapted to seeing youth is equally well adapted to the blind.

#### MECHANICAL TRAINING.

The aim of the present section of this paper being the discussion of the mental bearings of the subject in hand, we may be allowed to pass over this head without comment here.

#### CLASSIFICATION.

One more topic we would advert to in this connection, and that will be dismissed with a few general remarks. We started out with the proposition that the education of the blind should conform, in every possible respect, to that of the seeing. Now, while ordi-



nary schools are systematically graded, most, if not all, of our institutions for the blind are without this important feature. On the contrary, young and old, beginners and advanced pupils, are taught in the same school, and mainly subjected to the same regime. It is clear that, until we imitate the example of good schools for the seeing in this regard, we can not be said to comply with the requirements of the proposition referred to.

The foregoing reflections have been recorded in the hope that they may call attention to the general subject of blindness and the best means for removing the disabilities it imposes, in some different aspects from those which usually present themselves to the teacher. If, on account of the limited space afforded by a communication of the kind, some of the views involved may have been stated in too general terms for ready apprehension, it is believed that a little reflection will make manifest their correctness, and enable the intelligent reader to follow out the trains of thought suggested.

### INCIDENTAL EFFECTS.

Thus far we have treated mainly of the *intrinsic* effects of blindness upon the human faculties, separately considered; but there are certain general influences exerted upon the powers of the individual, in their collective capacity, which may properly be termed *incidental* effects. Two or three of these we will advert to:

1. There are divers personal habits which the congenitally blind are liable to contract, and which are often the subject of comment. Without specifying any of these we will simply remark that they are such as naturally arise from the circumstance that such persons are placed, in some degree, beyond the influence of example. Human beings are imitative creatures, and when one happens to be isolated from the rest, which is, in effect, the case of a blind person with regard to the matter before us, it is not strange that he should be found to acquire some eccentricities of demeanor. With proper pains, however, these may be readily corrected.

2. Upon the general character blindness is liable to exert a depressing influence, the prevention of which calls for special care on the part of the sufferers themselves, as well as those who are entrusted with their education. With the born blind, and those who are afflicted in early life before the character has had time to form, there is apt to exist a lack of that full, harmonious devel-

opment all of the powers which constitutes a true manly or womanly character, in the broad sense of the term; while with those who lose their sight in after years there is also a marked tendency toward depreciation in this regard.

This may not be a very palatable truth to the subjects of it, but we are nevertheless constrained to give it utterance, in the hope of stimulating them and their friends to energetic effort for the prevention of the disability referred to. The task is not a hopeless one, excepting under very unfavorable conditions, but it calls for perseverance and energy in order to its accomplishment. Moreover, the prize, when obtained, will prove invaluable as an aid to success in whatever sphere of life may be adopted. It is not sufficient to be well skilled in any art or profession in order to insure success; but there must be a certain force of character, a high toned self-reliance which commands respect and confidence, in order to make available any amount of knowledge or skill.

Blind persons often complain bitterly of distrust on the part of those whose patronage they seek, and seem to be impressed with a feeling that there is a universal disposition to withhold any encouragement of their efforts, in fact, to actually throw obstacles in their way because of their affliction. They may be well educated in certain directions, able to perform properly what they propose to undertake, and yet fail to elicit full confidence. But it never occurs to such that the cause of this failure may be with themselves. They attribute it to a want of appreciation on the part of others. Now, it is believed that in all such cases will be found an absence of the important qualification to which allusion has been made, i. e., the manifestation of a properly developed character, such as naturally results from the hardy training, direct and incidental, experienced by seeing persons.

The cause of the deficiency in question with those who have never experienced the benefit of sight, may be traced to the peculiar training, or rather want of training, to which they are subject during the period of life when their character should be forming. In order to make ourselves the better understood, allow us to trace briefly the history of a blind child as he is ordinarily circumstanced.

Born with his infirmity, or losing his sight in childhood, he is early taught the lesson of dependence by his anxious and too indulgent parents, who, while his more fortunate companions are allowed to roam the fields and woods in gleesome frolic, or join in



the wonted invigorating sports of youth, confine him to the chimney corner, or at most the limited range of the door yard, lest some harm may befall him. He is seldom allowed to act, or even think, for himself, for his every want is anticipated. He is constantly reminded of his misfortune by being told in pitying accents of the beauty and sublimity of the earth beneath, with its endless variety and combinations of form and color, upon which all may gaze but himself; or of the heavens above, whose myriads of shining worlds shed in vain for him their brilliant rays, and traverse the limitless regions of space in matchless harmony. He is rendered morbidly sensitive by the ill-judged remarks made in his presence by those who forget that he has ears to hear for a heart to feel. He is indulged in every whim or caprice and allowed to commit with impunity a thousand acts for which another child would be reproved. While his seeing companions are sent to school, or are engaged in some useful occupation, he is taught to regard himself as incapacitated for either, and is left to brood over his deprivation with serious distrust of the justice and mercy of a God who permits him to be thus afflicted without apparent cause.

The result of all this is, if steps are not early taken to place him in a position where he may be surrounded by more salutary influences, that he arrives at the age of manhood in a very different condition from that of his seeing brother. His bodily and mental powers are comparatively dormant, if not positively injured, from want of exercise, he is a prey to despondency, with sensibilities painfully acute and disposition often soured by excessive indulgence; and, in fine, he lacks that sturdy, self-reliant character which belongs to other persons of the same age. The truth is he has learned to regard himself as a poor unfortunate who must not put forth a single effort of body or mind to help himself, and therefore feels that it is the business of the rest of the world to minister to his comfort and pleasure. And allow us to say in this connection, that in the reformation of his character in this respect, when sent to school, consists the most difficult and laborious part of his instructor's labors. It is, moreover, the most important; for, until this is effected, but little progress can be made in the acquisition of knowledge.

The remedy for this unfortunate condition will readily suggest itself, in view of the principle we are striving to inculcate in this communication. Subject your blind children, as far as possible,



to the same influences which develop in your seeing ones, those traits of character which constitute the true man or woman. In this way and no other, will the desired end be attained.

The depreciation spoken of, to which those are liable who lose their sight after the character is formed to a greater or less extent, arises mainly from their withdrawing themselves from their wonted contact with the world around them. Smitten with misfortune at a time when their plans of life have already taken shape, the whole current of their thoughts and feelings is checked for the time being, and must, they imagine, seek an entirely new direction. Unaccustomed to their altered condition; they find themselves embarrassed by the impediments which it offers to a ready pursuit of their former occupations and pastimes, and begin to draw unfavorable comparisons between themselves and others who are not thus afflicted, not unfrequently imagining that the latter look down upon them with contemptuous pity on account of their self assumed inferiority. The result is, they become timid, sensitive, shy of their fellow beings, and disposed to retire within themselves to brood over their misfortune. Like Milton, in his "Sampson Agonistes," they exclaim in the bitterness of despair:—

"Oh! loss of sight, of thee I most complain!  
 Blind among enemies, O, worse than chains,  
 Dungeon, or beggary, or decrepit age!  
 Light, the prime work of God, to me's extinct,  
 And all her various objects of delight  
 Annul'd which might in part my grief have eas'd,  
 Inferior to the vilest now become  
 Of man or worm, the vilest here excel me;  
 They creep, yet see, I dark in light exposed  
 To daily fraud, contempt, abuse, and wrong,  
 Within doors, or without. Still as a fool  
 In power of others, never in my own;  
 Scarce half I seem to live, dead more than half.  
 O dark, dark, dark amid the blaze of noon,  
 Irrecoverably dark, total eclipse  
 Without all hope of day!  
 O first created beam and thou great Word,  
 'Let there be light, and light was over all,'  
 Why am I thus bereav'd thy prime decree?  
 The sun to me is dark  
 And silent as the moon,  
 When she deserts the night,  
 Hid in her vacant interlunar cave."



The longer this self-imposed isolation, and this giving way to despondency are indulged in, the more damaging will be the effect upon the characters of the sufferers; and it behooves those whose duty or pleasure it is to ameliorate their condition, to use all possible means for bringing them back into the ordinary walks of life, where they may feel the strengthening influences derived from immediate contact with society in its various relations of business and recreation.

3. Blindness interposes a serious obstacle to the convenient pursuit of most of the employments and occupations of mankind. This point needs no elucidation at our hands; for it is not only self-evident, but there is a natural and almost universal disposition to exaggerate the magnitude of the obstacle interposed. It should rather be our business, then, to reduce its *apparent* size to those who are without experience with the blind.

There are, as is well known, numerous manual arts of a simple character, which are readily acquired by nearly all blind persons of either sex, and successfully pursued as a means of livelihood. The profession of music too, and a variety of literary occupations, likewise afford an appropriate field for such as possess proper talents for engaging in those pursuits. But in addition to what are usually considered as employments, especially adapted to persons who are bereft of sight, there are numerous others which have been found accessible to individuals of peculiar endowments natural and acquired. Indeed, there can scarcely be named, any profession, literary, mechanical or otherwise, in which some one or more blind persons have not distinguished themselves; and we venture the opinion, that when our educational facilities for the blind shall become such as they ought to be, there will be found for them, a much more extended field of employment than has hitherto been supposed to exist. What has already been accomplished by some, must certainly be possible to others under like favorable conditions.

We learn of blind preachers, doctors, and lawyers; blind sculptors, poets and musicians, the latter including composers, as well as performers upon every variety of instruments; blind teachers, professors and lecturers in every department of Science and Literature; blind writers upon Mathematics, Natural History, Philosophy, Law, Medicine, Divinity, History, Travels, Biography, Philology, Rhetoric, Logic, Education and many other subjects; blind farmers, merchants, traders, architects, cabinet-makers, carpenters,



coopers, carvers, basket-makers, upholsterers, broom-makers, brush-makers, rope-spinners, carpet weavers, mat-makers, etc; and even a blind road-surveyor. But we do not wish to imply by citing these various professions, that we consider each one named, to be appropriate for any considerable number of blind persons. Some, in fact, can scarcely be deemed so for any; but genius takes strange freaks sometimes. The thought we wish to present is, that there is no good reason why blind persons should be expected, as a class, to confine themselves to the limited sphere of action, presented by the few simple mechanic arts taught in our institutions, or even the profession of music in connection therewith; and therefore, that our scheme of education should have a wider range than is merely necessary to prepare them for the limited sphere just mentioned. Give them a liberal education, and, as far as practicable within the scope of an institution for their instruction, a thorough training in the practical affairs of life, and the peculiar bent of each one's character will guide him in the choice of an appropriate profession. If there are those who feel themselves called to labor in the Christian Ministry, let them be prepared to enter upon a theological course in some appropriate institution; if some are naturally qualified to enter upon a literary career, let them have the necessary preparation therefor; and so in the case of any other pursuit.

There are many persons who, having been afflicted with blindness after entering upon some particular profession, are found to possess sufficient energy and tact to continue in that profession, despite the impediment offered by their deprivation; and it should be the aim of all our institutions to encourage such a proceeding as far as possible, rather than to advise persons thus circumstanced to give up their former business and enter upon some one of the trades taught in them. In this way, they can best serve the interests of the persons in question, and, at the same time, those of the blind in general, inasmuch as it would tend to enlarge the field of action for all.

In regard to the business training of the pupils of our institutions, whatever be the employment taught, we beg leave to say that it should be of the most thorough character, conforming to that of apprentices in similar establishments for the seeing. Nothing short of this will insure their success in the gaining of a livelihood.



## RESULTS IN THE PAST.

It is confidently believed that, with the early adoption of the course and means of instruction indicated in the foregoing pages, the past results in our institutions would have been much more satisfactory than they have been. More of their graduates might have been enjoying the benefits of a liberal education, and more of them might have found success in their efforts to gain an honorable independence in the walks of Literature and Science, instead of depending, so largely as they do, upon industrial pursuits, in which they are less able to compete with seeing persons.

As a leading principle for the guidance of himself and others who might follow him in the work of educating the blind, the illustrious founder of the first school devoted to that object, Valentine Haüy, laid down the maxim, heretofore enunciated. And though his followers, in all countries, have professedly adopted this maxim, they have, in most instances, failed to employ the necessary means for carrying out the principle involved. Consequently, most of the institutions of the old world have degenerated into mere asylums, or at best, work shops for the carrying on of a few simple trades, extremely little attention being paid to mental culture. In our own country, too, a tendency in the same direction is observable.

While all of our institutions have been commenced with an avowed intention to offer to the blind youth of our country, the same facilities for education as are enjoyed by their seeing brothers and sisters, few, if any of them, have been found to realize, in a complete sense, the high hopes of their well meaning founders. True, individual cases, here and there, are not wanting, where blind persons of peculiar talents have succeeded in elevating themselves to positions of useful independence; but this has been accomplished, in most instances, by dint of irrepressible energy of character, rather than through the direct agency of institution training. The masses have left school, after passing through a nominal course of instruction, greatly improved in many respects, it were useless to deny, but, nevertheless, without that thorough, practical development of character which is necessary to put them in a condition for successful competition with others in "the battle of life."

This may be an inevitable result, but after thirty years of practical experience with the obstacles, real and imaginary, which are



strewn along the pathway of the sightless, all of which years, with slight exceptions, have been spent in connection with institutions for the blind, we cannot so regard it. Nor can we withhold an expression of our honest convictions upon the subject. Give to your blind children, in reality, as well as in profession, an equal opportunity with your seeing ones, for thoroughness of physical and mental training, and we are sure you will receive a more satisfactory return for your investment of time and money in establishments for their education.

But in what direction must we look, you will naturally ask, for the causes of the disappointment adverted to? In answer to this inquiry, it may be affirmed, and that with due deference to the *motives* of our co-laborers in the interesting field which engages our mutual attention, that the true bearings of the subject have not been thoroughly apprehended, and as a consequence, the real difficulties of the case have been but imperfectly provided for.

Judging from the prevailing practice of institutions, it has been virtually assumed by their founders and managers, that to take a blind child from his home among cruelly indulgent friends, with unawakened mental faculties and undeveloped physical powers, and place him, with these unfavorable antecedents, in an institution for a period of five, six or seven years, is to put him upon an equal footing with his seeing brother. In this brief time, the former is expected to acquire a thorough English education, commencing with his a, b, c's, and become a skillful performer and teacher of music, or perfect himself in one or more mechanic arts. While the latter, with the advantages of a very different sort of home training, excellent schools of every grade, and well appointed work shops or other places of business, is allowed all the years of his minority to prepare himself for the duties and trials of life.

This assumption is palpably absurd. It might be less so, however, were our institutions provided with facilities, in the way of apparatus, etc., equal to those of the best educational establishments for the seeing, which, unfortunately, is not the case. Most of these things have to be constructed especially for the blind student; and the demand for them is so small that, in the absence of the usual stimulus of competition in their production, they are quite expensive. Therefore, as their importance is not duly appreciated by those who furnish the pecuniary means, we are, as a



general thing, but scantily provided with them. Moreover, such appliances as we have, are mostly of rude construction, and but poorly adapted to the end in view.

Again, as a consequence, perhaps, of the limited term for which pupils are usually received into our institutions, or, it may be, from lack of correct views as to the most effective methods of teaching, the minds of the pupils are distracted by imposing upon them a multiplicity of studies and occupations at the same time. Their ordinary school branches; their vocal and instrumental music; their mechanical employments, sometimes two or three of these, must, it is thought, be carried on simultaneously. Otherwise, their term of instruction will have expired ere they can make a passable show of having accomplished their object in coming to school. And, as to systematic physical culture, this generally receives little or no attention. Indeed, there is no time for it, consistently with the crowding system pursued; nor is its necessity appreciated.

It seems never to have occurred to the managers of our institutions for the blind, that, in requiring their pupils to master a trade, or other profession, to be used as a means of gaining a livelihood, simultaneously with the acquirement of their school education, they are asking more of them than is expected of seeing youths, with their superior advantages. True, manual labor schools for the seeing have been tried in a few instances, but they have, in each case, been abandoned as unsuccessful experiments. It has been found that their graduates make neither good scholars nor good mechanics, much less both. Why, then, pursue this exploded system with the blind?

Furthermore, the absence of a proper system of classification, such as may be found in our modern graded schools for the seeing, together with the existing want of suitable text books in raised characters, for the use of the pupils in their study hours, while preparing for their recitations in the class room, renders the business of instruction difficult and laborious for the teacher, and comparatively unproductive of good results to the pupils. As a rule, the instruction is imparted by familiar lectures, in which everything is so simplified that little else than the memory of the pupils is cultivated. Hence, instead of their mental faculties being thoroughly trained and *educated*, they are simply *instructed*, by filling their intellectual stomachs, as it were, with food already



digested by others. We say, this is the rule. But that there are no exceptions to it, we do not wish to affirm. Nor do we conceive it necessary that such should be the rule, even in the absence of text books. On the contrary, it is possible to teach as efficiently without those aids as with them; but to do so, involves additional labor, as well as peculiar qualifications, on the part of the teacher.

Moreover, in the departments of Music and Handicraft, the only ones depended upon for preparing the pupils for self-maintenance, there is not usually that efficiency of drill which may be found in establishments for the seeing. Nor can it be otherwise, while the crowding system, above alluded to, continues to be pursued. Besides, the plan upon which the business of the work shops is generally conducted, does not comport with the principle which we are striving to advocate in this communication. Were the parties in charge of them personally interested in the results, as is the case with ordinary manufacturing establishments, the apprentices would be better trained in all respects, and hence, better prepared to make their way in the world after finishing their course of instruction. But as this subject is elsewhere treated upon at some length, we forbear further comments here.

Still further, the general policy of our institutions, with regard to the employment of teachers, has not been such as to insure the best possible results to their pupils. It has been a "penny wise and pound foolish" policy. Unlike schools for the deaf and dumb, we have not, as a rule, offered sufficient inducements in the way of salary, for persons of the right kind of qualifications to prepare themselves for our peculiar work, and continue in it as a life-long business. The burthen of our teaching, having thus far been of an elementary character, it has apparently been thought that any one of moderate qualifications for teaching in seeing schools, should be competent to teach the blind. Whereas, a proper examination into the subject will show that the rudimentary instruction and training of minds which suffer from the closing up of one of the principal avenues of knowledge, require even higher qualifications in the teacher, than the branches which are subsequently taught, after the faculties have been brought into a condition of full activity. It is gratifying to know, however, that there are of late years, some indications of improvement in this direction.

Finally, the result of all these things is, that our graduates launch their frail barks upon the ocean of life in a condition but illy cal-



culated to weather the storms they must needs encounter. And when they founder, as founder they must, a cry of necessary incompetency salutes their ears. But whose fault is it? Surely not theirs. Did they possess, instead of mere smatterings of knowledge upon a few subjects, accompanied with fourth rate skill in performing upon some musical instrument, or in plying some half-learned manual art, a thorough, harmonious development of the mental and physical powers, such as results from the training received by seeing persons, the case would be far different.

Now, if the foregoing remarks are grounded in truth, and we beg leave to assure your Board that we have not been writing fiction, can it be justly affirmed that the blind youth of our country have hitherto enjoyed equal educational advantages with the seeing? Most assuredly, not. We have not meant to insist that blindness is not an infirmity, and therefore brings no disadvantage to the smitten one. What we contend for is, first, that inherent mental weakness is not a necessary accompaniment to the impairment or total loss of vision; secondly, that by a thorough and well directed course of bodily and mental training, the resultant disadvantage may be almost wholly overcome, and, thirdly, that the prevailing management of institutions for the blind is not the best that can be devised for surmounting the difficulties of the case. *Imperfect* attempts at complete mental development having necessarily failed, the tendency is, as heretofore hinted, to bring our institutions down to the condition of mere schools for manual labor. This, too, with the plain fact staring us in the face, that it is to the proper exercise of the physical powers, pre-eminently more than the mental, that blindness presents the greatest obstacle.

By some of our co-laborers, we may be charged with censoriousness, in giving expression thus frankly to our honest convictions. If any such there are, we would assure them that we are actuated by no other motive than an earnest desire to promote the well being of a class, for the amelioration of whose unfortunate condition we have thus far spent the best years of our life.

Respectfully submitted,

W. H. CHURCHMAN.

INDIANAPOLIS, November 1, 1866.



## APPENDIX C.

### CATALOGUE OF PUPILS.

*List of Pupils in attendance during the year ending Oct. 31, 1866.*

No.	NAMES.	RESIDENCE.	CAUSE OF BLINDNESS.
<i>Males.</i>			
1	Bechtoldt, Louis.....	Whitley county.....	Accident.
2	Beck, Absalom A.....	Sullivan county.....	Scrofula.
3	Brandenburgh, Moses.....	Jay county.....	Congenital.
4	Burk, Charles.....	Boone county.....	Congenital.
5	Bryant, Robert C.....	Lawrence county.....	Scrofula.
6	Byers, James M.....	Johnson county.....	Malformation.
7	Coon, James.....	Posey county.....	Camp Fever.
8	Cranor, Philander.....	Wayne county.....	Congenital.
9	Curry, James W.....	Jasper county.....	Ophthalmia.
10	Davis, John.....	Franklin county.....	Ophthalmia.
11	Denniston, Henry S.....	Lawrence county.....	Congenital.
12	Denniston, William J.....	Lawrence county.....	Congenital.
13	Dunbar, Jesse.....	Clinton county.....	Ophthalmia.
14	Didierjohn, John.....	Perry county.....	Scarlet Fever.
15	Didierjohn, Joseph.....	Perry county.....	Scarlet Fever.
16	Eickoff, Herman.....	Marion county.....	Congenital.
17	Flannegan, John.....	Jay county.....	Inflammation.
18	Fuller, Harlow H.....	Wabash county.....	Scrofula.
19	Fuller, James O.....	Marion county.....	Inflammation.
20	Gaddy, Albert H.....	Jefferson county.....	Cataract.
21	Garrison, George T.....	Morgan county.....	Congenital.
22	Garretson, William G.....	Madison county.....	Congenital.
23	Groves, Charles M.....	Dearborn county.....	Scrofula.
24	Guilford, Samuel.....	Marion county.....	Congenital.
25	Haller, John W.....	Dekalb county.....	Congenital.
26	Harrison, John W.....	Grant county.....	Amaurosis.
27	Hatfield, Barnet B.....	Laporte county.....	Congenital.
28	Hickman, George W.....	Tippecanoe county.....	Ophthalmia.
29	Holdstock, James O.....	Laporte county.....	Cataract.
30	Hunter, John L. H.....	Allen county.....	Whoop'g Cough.
31	Kesner, Ananias.....	Harrison county.....	Ophthalmia.
32	Lawson, George.....	Howard county.....	Inflammation.
33	Livergood, Daniel.....	Stark county.....	Cataract.
34	Longnecker, Alexander.....	Jennings county.....	Accident.
35	McAlister, John G.....	Parke county.....	Inflammation.
36	McFadden, James M.....	Scott county.....	Accident.
37	McKinsey, Thomas.....	Boone county.....	Congenital.
38	Nell, William H.....	Miami county.....	Congenital.
39	Newland, G. M. Dallas.....	Marion county.....	Ophthalmia.
40	Newland, Robert A.....	Marion county.....	Ophthalmia.
41	Record, J. William.....	Marion county.....	Epilepsy.
42	Ryker, Francis N.....	Jefferson county.....	Congenital.



## LIST OF PUPILS IN ATTENDANCE.—Continued.

No.	NAMES.	RESIDENCE.	CAUSE OF BLINDNESS.
43	Scott, Walter.....	Hancock county.....	Scrofula.
44	Smith, William.....	Hendricks county.....	Accident.
45	Sullivan, Thomas.....	Adams county.....	Ophthalmia.
46	Teeters, Lewis.....	Jay county.....	Ophthalmia.
47	Thomas, James P.....	Posey county.....	Ophthalmia.
48	Toombs, Franklin H.....	Scott county.....	Congenital.
49	Town, Lyman M.....	Fulton county.....	Accident.
50	Tresner, Elias H.....	Putnam county.....	Accident.
51	Wilcox, Jerome A.....	Elkhart county.....	Accident.
52	Wilkinson, Martin.....	Johnson county.....	Congenital.
53	Winter, owd, Hudson Cr.....	Shelby county.....	Accident.
54	Yeaman, Edward D.....	Marion county.....	Accident.
<i>Females.</i>			
55	Aldrich, Helen J.....	Steuken county.....	Amaurosis.
56	Anderson, Louisa.....	Wayne county.....	Congenital.
57	Baugh, Cynthia E.....	Monroe county.....	Accident.
58	Beaman, Martha J.....	Boone county.....	Ophthalmia.
59	Bechtoldt, Nancy J.....	Whitley county.....	Congenital.
60	Black, J. Ellen.....	Huntington county.....	Congenital.
61	Bross, M. Amelia.....	Carroll county.....	Scrofula.
62	Bruner, Martha J.....	Cass county.....	Ophthalmia.
63	Brush, Mary J.....	Marshall county.....	Amaurosis.
64	Coker, Martha A. E.....	Clarke county.....	Scrofula.
65	Conlan, Mary.....	Laporte county.....	Congenital.
66	Cook, Almeda.....	Calhoun county, Mich.....	Measles.
67	Cornwell, Martha M.....	Greene county.....	Congenital.
68	Cottrel, Susan J.....	Madison county.....	Ophthalmia.
69	Crittenden, Hester A.....	Johnson county.....	Scrofula.
70	Cundiff, Frances H.....	Putnam county.....	Ophthalmia.
71	Fitzpatrick, Louisa M.....	Delaware county.....	Cataract.
72	Fuhrer, F. Cornelia.....	Posey county.....	Ophthalmia.
73	Garrison, Martha.....	Morgan county.....	Congenital.
74	Garrison, Melissa.....	Morgan county.....	Congenital.
75	Garrison, Phebe.....	Morgan county.....	Congenital.
76	Garrison, Susan E.....	Morgan county.....	Congenital.
77	Goodman, Mary A.....	Laporte county.....	Smallpox.
78	Green, C. Anna.....	Fountain county.....	Cataract.
79	Green, Eliza B.....	Fountain county.....	Cataract.
80	Green, Elizabeth.....	Fountain county.....	Cataract.
81	Griffith, Anna Maria.....	Switzerland county.....	Scarlet Fever.
82	Hillyard, Mary.....	Vanderburgh county.....	Accident.
83	Hine, Sarah E.....	Kosciusko county.....	Scarlet Fever.
84	Huffman, Mary J.....	Greene county.....	Cataract.
85	Huffman, Almira.....	Dekalb county.....	Ophthalmia.
86	Jettres, Ellen E.....	Shelby county.....	Congenital.
87	Jones, Eleanor J.....	Posey county.....	Ophthalmia.
88	Kellar, Barbary.....	Marion county.....	Congenital.
89	Kelly, Julia A.....	Hamilton county.....	Scrofula.
90	Langford, Martha M.....	Knox county.....	Measles.
91	Maloney, Mary.....	Madison county.....	Ophthalmia.
92	Martin, Sarah J.....	Delaware county.....	Ophthalmia.
93	Moore, Amanda.....	Marion county.....	Scrofula.
94	Morman, Ernsfine.....	Lake county.....	Cataract.
95	McCain, Sarah J.....	Crawford county.....	Congenital.
96	McCumsky, Catharine.....	Noble county.....	Inflammation.
97	McKinsey, Sarah E.....	Boone county.....	Congenital.
98	McMechim, Ellen C.....	Crawford county.....	Ophthalmia.
99	Morrison, Alma P.....	Boone county.....	Erysipelas.
100	Neil, Martha A.....	Fountain county.....	Spotted Fever.
101	Oakes, Henrietta.....	Hancock county.....	Scrofula.
102	Parks, Julia A.....	Sullivan county.....	Ophthalmia.
103	Phenis, Eliza.....	Union county.....	Cataract.
104	Quick, Mary E.....	Posey county.....	Ophthalmia.
105	Rentfrow, Frances F.....	St. Joseph county.....	Congenital.
106	Ritchie, Melissa J.....	Hamilton county.....	Ophthalmia.
107	Roberts, Rachel C.....	Vigo county.....	Scrofula.
108	Scott, Harriet F.....	Hamilton county.....	Measles.
109	Smith, M. Jane.....	Montgomery county.....	Typhoid Fever.
110	Stumbaugh, Mary.....	Cass county.....	Congenital.
111	Suits, Julia E.....	Tippecanoe county.....	Measles.
112	Taulbee, Lavina C.....	Boone county.....	Amaurosis.
113	Taylor, Amanda.....	Henry county.....	Spotted Fever.

## LIST OF PUPILS IN ATTENDANCE.—Continued.

No.	NAMES.	RESIDENCE.	CAUSE OF BLINDNESS.
114	Thomas, Margaret A.....	Hancock county.....	Ophthalmia.
115	Thomas, P. Josephine.....	Hancock county.....	Ophthalmia.
116	Toombs, Margaret E. C.....	Scott county.....	Congenital.
117	Unthank, Naomi C.....	Henry county.....	Cataract.
118	Victor, Jessie F.....	Shelby county.....	Congenital.
119	Webb, Clara M.....	Marshall county.....	Typhoid Fever.
120	Winter, M. Minnie.....	Ripley county.....	Scrofula.



## APPENDIX D.

### BY-LAWS

#### OF THE

### INDIANA INSTITUTE FOR THE EDUCATION OF THE BLIND.

#### ARTICLE I.

##### DESIGN OF THE INSTITUTION.

SECTION 1. The design of the Institution shall be strictly educational, having reference only to the physical, mental and moral training of the young blind, of both sexes, residing in the State, and not to the providing of an asylum for the aged and infirm, or a hospital for the treatment of disease.

SEC. 2. It shall be regarded as a department of public instruction, and therefore its privileges shall be tendered, free of expense, to all suitable applicants from within the State.

SEC. 3. Pupils from without the State may, at the discretion of the Trustees, participate in the benefits of the Institution by paying a reasonable sum for their support and education.

#### ARTICLE II.

##### BOARD OF TRUSTEES.

SECTION 1. The Board of Trustees shall hold its regular meetings at the Institute, and the day of meeting shall be the first Wednesday in each month, unless otherwise ordered in special cases.

SEC. 2. The majority of the members shall constitute a quorum for the transaction of business.

SEC. 3. Special meetings may be called by the President, or by one of the Trustees and the Superintendent.

### ARTICLE III.

#### THE SECRETARY.

SECTION 1. The Secretary of the Board shall be elected annually by the Trustees, at their regular meeting in April, and be subject to removal at any time for just cause.

SEC. 2. He shall issue all notices of the meetings of the Board and keep full minutes of the proceedings at each meeting, furnishing attested copies of the minutes to those whom they concern, when appropriate to do so.

SEC. 3. He shall keep all accounts between the Institution and the State Treasury Department, and shall draw all warrants upon the Auditor of State for allowances by the Board, which warrants shall be signed by the President and himself, and certified to by the Superintendent of the Institution.

SEC. 4. He shall furnish annually to the Board, on the 1st day of November, a detailed statement of all the allowances made during the preceding year, to accompany their annual report, setting forth the names of the parties to whom the allowances were made and on what account. He shall also furnish to the Board for insertion in their annual report a general statement of the expenses of the year, classified under appropriate heads.

SEC. 5. He shall carry on the official correspondence of the Board, keeping copies of the letters written, and carefully filing those received.

### ARTICLE IV.

#### THE SUPERINTENDENT.

SECTION 1. The Superintendent shall be chosen quadrennially by the Board, at their regular meeting in July, and his term of service shall commence on the first day of October succeeding his election. He shall be subject to removal at any time, for just cause, after a fair hearing before the Board.



SEC. 2. He shall be the executive head of the Institute, and the medium of communication between it and the Board of Trustees.

SEC. 3. He shall have the nomination, subject to confirmation by the Board, of all the teachers and other assistant officers in the Institution, together with the attending Physician, and shall be responsible for the faithful performance of their several duties, as well as for the advancement and good behaviour of the pupils under their charge.

SEC. 4. He shall keep a register of all the pupils received into the Institute, embracing their names and ages, the causes and degrees of their blindness, the dates of their admission and discharge, the post office address of their parents or guardians, and such other information concerning them as may be deemed important.

SEC. 5. In the School Department, he shall prescribe the course and methods of instruction, the time to be devoted by teachers and pupils to the several branches of study, the apparatus and text-books to be employed, the system of discipline, and other matters pertaining to the mental and moral improvement of the pupils. And it shall be his duty to make frequent visits to the several class-rooms during the hours of instruction, for the purpose of keeping himself informed as to the progress and deportment of the pupils, and of making such suggestions to the teachers as he may deem useful.

SEC. 6. In the Work Department, he shall prescribe the kinds of work to be learned by the pupils, and the number of hours per day to be devoted to labor; and shall be required to pass frequently through the several shops and work-rooms, for the purpose of keeping himself informed of the progress and deportment of the pupils, and of making such suggestions to the master mechanic and others employed as he may deem useful. He shall direct the manner in which the business of the female branch of the Work Department shall be conducted, and shall see that full justice is done the pupils in the male branch by the Master of Handicraft.

SEC. 7. He shall direct the purchase of the necessary apparatus for the work-shops, and see that it is kept in proper condition for use.

SEC. 8. In the female branch of the Work Department, he shall purchase, or cause to be purchased, all needful apparatus and materials, and cause all moneys received from sales of manufactured articles to be paid over to him at least once a week, keeping a strict account of his disbursements and receipts on account of the department, and reporting the same monthly to the Board.



SEC. 9. In the Household Department he shall prescribe the number of domestics and other assistants of a like character to be employed, fix their rates of compensation, and pay their wages, presenting a monthly account to the Board for money thus paid out, which account or pay-roll shall exhibit the number, occupation and wages of the persons employed.

SEC. 10. He shall see that all the pupils are comfortably and respectably clad, and when their friends, through inability or neglect, fail to provide them with the necessary clothing, he shall supply the same and present the accounts therefor to the Board for allowance. He shall also defray the traveling expenses of such pupils as are not provided by their friends with means to return to their homes when required to leave on account of vacation or otherwise, and present his account for the same as in the case of expenditures for clothing; and in case of the death of pupils at the Institute, whose remains are not removed by their friends, he shall defray all necessary funeral expenses, presenting accounts for the same in like manner as aforesaid. On the first of April and October in each year, he shall make out against the respective counties in which the pupils reside, who shall have been provided for as specified in this section, itemized accounts of expenditures in behalf of such pupils and present the same to the Treasurer of State for collection, taking his receipt therefor and presenting it to the Auditor of State that he may place to the credit of the Institution the amount of such accounts.

SEC. 11. All other ordinary expenses, whether of the Household or School Department, shall be defrayed by the Superintendent, and accounts for the same laid before the Board for examination and allowance.

SEC. 12. Whenever furniture, apparatus, work material or the like, to any considerable amount, shall in his judgment be needed, the Superintendent shall so inform the Trustees, and if they shall consent to the expenditure, he shall purchase, or cause to be purchased, the requisite articles upon the best practicable terms, and present the necessary accounts to the Board for allowance.

SEC. 13. He shall have care of all the buildings and grounds of the Institute, and shall see that they be kept constantly in order, both as to cleanliness and minor repairs.

SEC. 14. He shall exercise due care in the promotion of the health of the pupils, by requiring of them frequent and thorough ablutions, exercise in the open air, and entire abstinence from all in-



jurious practices, and providing them with plain, substantial diet, together with comfortable dormitory accommodations, and in all cases of sickness, shall see that they have prompt medical treatment, as well as every other necessary attention.

SEC. 15. He shall certify to all accounts, for whatever purpose, before the same shall be presented to the Board for examination and allowance.

SEC. 16. He shall use his utmost endeavors to imbue the minds of the pupils with the strictest principles of morality, and to induce them to avoid all unbecoming personal habits, requiring them to attend regularly upon public worship, at such places as may be severally chosen by themselves or their friends.

SEC. 17. While he is enjoined to pay particular attention to the religious instruction of the pupils, he shall studiously avoid and prevent the inculcation of sectarian views, and the same care shall also be observed in regard to partizan politics.

SEC. 18. He shall see that due respect always be had to the appropriate observance of the Sabbath by all persons connected with the establishment, neither permitting visiting on that day at the Institute, nor allowing the pupils to make visits out of the house, or engage in improper occupations or amusements.

SEC. 19. It shall be considered by him an essential feature in the management of the Institute to prevent all unnecessary intercourse between the male and female pupils, and he shall therefore see that they are never together, excepting in the class-rooms during the hours of instruction, or in the presence of some officer.

SEC. 20. He shall make an annual report to the Trustees, embracing an account of the condition and progress of the several departments of the Institute, of the course of instruction pursued, and of the health and general improvement of the pupils, with suggestions for the advancement of the objects of the Institute.

SEC. 21. He shall have power, as provided by law, to suspend any subordinate officer for incompetency or dereliction of duty until the next succeeding meeting of the Board, when he shall report the case for final adjustment by that body.

SEC. 22. He may delegate to his several assistant officers any of the duties specified in the foregoing sections, which may be appropriately entrusted to them; and in order that all the officers and other persons engaged in the Institute may have a clear understanding of their relative duties and obligations, he shall be required to draft a



set of regulations, defining their respective duties, a copy of which, after approval by the Trustees, shall be furnished to each; and for every essential change in the said regulations, the further approval of the Trustees shall be necessary.

## ARTICLE V.

### THE SUBORDINATE OFFICERS AND ATTENDING PHYSICIAN.

SECTION 1. The Steward, (if such officer be found necessary,) Matron and Attending Physician, shall be appointed annually by the Board at their July meeting, and their term of service shall commence on the first of October following the time of such appointment. They shall be subject to removal at any time after a fair hearing before the Board.

SEC. 2. The teachers employed in the several departments, including the Mistress of Handicraft, shall also be appointed annually by the Trustees at their July meeting; and their term of service shall be coincident with the duration of the school session next succeeding the time of such appointment.

SEC. 3. In case the Superintendent or Trustees shall not be prepared at the time specified for the nomination or appointment of any one or more of the officers named in the first and second sections of this Article, or in case of casual vacancies occurring at any time, appointments may be made at any other regular meeting of the Board.

SEC. 4. The subordinate officers shall co-operate cheerfully with the Superintendent in the general management of the Institution, and shall labor assiduously in their respective departments for the promotion of its objects.

SEC. 5. The Attending Physician shall visit the Institute upon the call of the Superintendent, and at such other times as he may think necessary or proper, rendering such medical and surgical services, except in capital operations, to the pupils as may be deemed necessary. His compensation shall be fixed and paid by the Board of Trustees, and no charge shall be made to any pupil for medicine or medical attendance by the regular Physician.

SEC. 6. The Physician shall, when such is deemed necessary by the Superintendent, employ the aid of a consulting Physician at his own cost; but such consulting Physician shall in no case supersede the regular one.



ARTICLE VI.  
THE SCHOOL SESSION.

SECTION 1. There shall be one annual session of the school, commencing on the first Wednesday after the fifteenth of September, and closing on the last Wednesday in June following, leaving a vacation of twelve weeks.

SEC. 2. It shall be considered obligatory upon all of the pupils to spend the period of vacation at their respective homes.

SEC. 3. When in any case the friends of a pupil shall fail to remove him or her from the school at the commencement of vacation, the Superintendent shall cause such pupil to be sent home, and charge the expense of removal to the county in which he or she may have residence, as provided for by legislative enactment.

ARTICLE VII.

THE ADMISSION AND DISCHARGE OF PUPILS.

SECTION 1. All blind persons residing in the State of Indiana, who are between the ages of nine and twenty-one years, and who are not incapacitated by physical, mental or moral infirmity for useful instruction, shall be considered eligible for admission as pupils of the Institute; but no one whose age does not come within the limits just prescribed shall be received, excepting in peculiar cases, and by special action of the Board of Trustees.

SEC. 2. The Board shall cause to be prepared an appropriate circular setting forth the objects of the Institution, the regulations pertaining to pupils, and such other information as may be of interest to applicants, together with definite instructions as to the manner of procedure in making application; a copy of which circular shall be forwarded to the friends of any person wishing to become a pupil, and no one shall be sent to the Institute until said instructions shall have been complied with.

SEC. 3. The Superintendent shall have authority to admit all applicants who come within the prescribed rules as to age, etc., but shall refer all other cases to the Board.

SEC. 4. All the regular pupils shall be required to be in attendance at the Institute at the commencement of each session, and to remain until its close, unless prevented by sickness or other exigency and in case of the failure of any pupil to comply with this

quirement, without a sufficient reason, the right of such delinquent pupil to the privileges of the Institute shall be forfeited, at the discretion of the Trustees.

SEC. 5. There being no limit fixed by law for the time during which a pupil may remain in the Institute, it shall be left to the Superintendent and Trustees to determine in each individual case as to the proper time for dismissal.

SEC. 6. Pupils may be expelled by the Superintendent for misconduct, when they shall be adjudged by him to be incorrigible, or when, in his judgment, the good of the Institute demands it, but his action in all such cases must be reported to the Board for final adjustment.

SEC. 7. Pupils who complete their course of instruction with credit to themselves, may be furnished with a diploma by the Superintendent, signed by himself and countersigned by the President and Secretary of the Board.

Adopted by the Board of Trustees October 24, 1866.

ANDREW WALLACE, President.

Attest:

WILLIAM M. STILWELL, Secretary.



## APPENDIX E.

### SUPERINTENDENT'S REGULATIONS,

PRESCRIBING THE SPECIFIC DUTIES OF THE SUBORDINATE OFFICERS,  
IN ACCORDANCE WITH THE BY-LAWS.—ARTICLE 4, SECTION 22.

#### ARTICLE I.

##### LITERARY DEPARTMENT.

SECTION 1. It shall be the duty of the several teachers in the Literary Department, to thoroughly instruct the different classes assigned them, in the *principles* of the branches of knowledge pursued, studiously avoiding the inculcation of merely mechanical or superficial forms.

SEC. 2. It shall be a ruling principle in their teaching, to develop and train all the mental faculties of their pupils, considering the mere inculcation of knowledge as of secondary importance, compared with the proper training of the mind.

SEC. 3. They shall employ, so far as applicable, the most improved methods used in schools for the seeing, giving their instruction, as far as possible, by means of oral lessons, with appropriate illustrations, rather than reading from text books, so that ideas and not mere words, may be taught; and they shall require the pupils to recite by topics, carefully avoiding the use of leading questions in conducting the recitations.

SEC. 4. The principal teacher will be expected to have the immediate oversight of all the male pupils when out of school and not under the particular charge of any one else, seeing that they arise promptly at



the ringing of the morning bell, retire as promptly at the required time in the evening, conduct themselves in an orderly manner in their dormitories, attend punctually at their meals, deport themselves properly in their various resorts about the buildings and grounds, and in all other respects conform to the regulations of the Institute.

SEC. 5. Whenever text books, apparatus, stationery, or the like, shall be needed for the use of this department, the principal teacher shall report the same to the Superintendent, and no purchase must be made by him without authority from that officer.

N. B. See General Regulations.

## ARTICLE II.

### MUSIC DEPARTMENT.

SECTION 1. The teachers in the Music Department shall give instruction in both vocal and instrumental music to all the pupils of the Institute who may be found competent to receive such instruction, and to those who possess decided musical talent, in the theory and composition of music also, as well as in the tuning of pianos and other instruments.

SEC. 2. In their selections for practice they shall resort to the compositions of the most approved authors, carefully rejecting every piece possessing an immoral tendency, and such as would serve in any degree to depreciate the tastes of their pupils.

SEC. 3. In teaching vocal music they shall consider it of primary importance to inculcate clearness and distinctness of enunciation, applying, so far as practicable, the rules of elocution to the vocal exercises of their pupils.

SEC. 4. In the instrumental department they shall teach the pupils to perform upon the pianoforte, the organ, and all the varieties of wind and stringed instruments in common use, so far as required by the Superintendent.

SEC. 5. In imparting their instructions in the principles of music, they shall observe all of the rules laid down for the guidance of the teachers in the Literary Department.

SEC. 6. They shall seek for the pupils frequent opportunities of hearing the performance of skillful artists, in order to the improvement of their tastes.

SEC. 7. The principal music teacher shall have the immediate direction of all the assistants employed in this department, and shall be responsible to the Superintendent for the faithful performance of



their duties. He shall also see that all the instruments are kept in good repair, and in every other respect properly cared for, preventing their being meddled with by pupils who are not receiving instruction upon them.

SEC. 8. Whenever new instruments, music, or other articles pertaining to this department shall be needed, the principal teacher shall report the same to the Superintendent, and no purchase must be made by him without authority from that officer.

N. B. See General Regulations.

### ARTICLE III.

#### INDUSTRIAL DEPARTMENT.

SECTION 1. The Master and Mistress of Handicraft shall have immediate charge of the male and female Work Departments, respectively, and shall carefully instruct the pupils in such manual arts, and at such times, as may be designated by the Superintendent.

SEC. 2. They shall keep accounts of all articles manufactured by the pupils in their respective departments, in such manner as to show the value thereof, and report the same monthly to the Superintendent.

SEC. 3. They shall require their pupils to deport themselves, during the hours devoted to work, in the same quiet, orderly manner as is usual in the school rooms during class recitations.

SEC. 4. They shall have the immediate charge, respectively, of all the buildings or apartments, as well as the tools and fixtures, devoted to the use of the Work Department, and shall see that they are kept constantly in order.

SEC. 5. They shall have the immediate direction of all assistant instructors or other persons employed in their respective departments, and shall be responsible for the faithful performance of the duties assigned said persons so employed.

SEC. 6. The Master of Handicraft shall conduct the shops under contract, supplying all the work materials needed in his branch of the department, at his own expense, and receiving all the wares manufactured by the pupils under his direction, as a compensation for the instruction given them; but he shall be furnished by the Institution with all tools and other appurtenances needed by the pupils in plying the several mechanic arts in which they are being instructed.

SEC. 7. The Mistress of Handicraft shall have the charge of all stock pertaining to her branch of the department, and of the sales.



thereof. She shall keep a strict account of all money received from sales, and pay over the same weekly to the Superintendent.

SEC. 8. She may, at her discretion, furnish materials to pupils for overwork, and pay them for their labor, out of the receipts from sales, at such rates as may be, from time to time, authorized by the Superintendent; and the amount thus paid must be reported to the Superintendent at each weekly settlement.

SEC. 9. Each of the officers named in this article shall keep the Superintendent duly notified of the wants of his or her branch of the Industrial Department; and they shall in no case pay out money to meet these wants without authority from the Superintendent.

N. B. See General Regulations.

## ARTICLE IV.

### HOUSEHOLD DEPARTMENT.

#### *The Steward.*

SECTION 1. The Steward, (if any be employed,) shall have the oversight of the buildings and grounds of the Institute, together with the various appliances for warming, bathing, cooking, washing, etc.; the household furniture, the vehicles and harness, and all other property of the kind, excepting such parts of the buildings and their appurtenances as may be assigned to the particular care of other officers; and it shall be his duty to see that all these are kept in constant order. When repairs of any kind are needed, he shall report the same to the Superintendent, and receive his instructions as to the manner in which, and the parties by whom, they shall be executed. He shall also have the oversight of the horses and other stock belonging to the Institute, seeing that they are properly fed and otherwise cared for by the persons having the immediate charge of them.

SEC. 2. He shall have the immediate direction of the male employes in the discharge of their respective duties, reporting to the Superintendent all persistent delinquencies on their part.

SEC. 3. He shall, in connection with the Matron, have charge of the various supplies for the Household Department, seeing that they are properly cared for and economically used; and when these need replenishing, shall make the necessary purchases under the direction of the Superintendent.

SEC. 4. He shall purchase, under the direction of the Superintendent,



all necessary clothing supplies for such of the male pupils as are provided for in that respect by the Institute.

SEC. 5. He shall pay the wages of all employes out of money furnished him by the Superintendent for that purpose, and take receipts on the pay-roll for such payment, but shall have no authority to change their rates of compensation as fixed by that officer.

SEC. 6. He shall examine all bills for the expenses of the Household Department, and certify to their correctness before passing them to the Superintendent for presentation to the Board; and he shall keep all the accounts of the several departments of the Institution with the Board of Trustees, Superintendent, subordinate officers, pupils, or other parties.

SEC. 7. In addition to the several duties specified in the preceding sections, he shall lend his aid to the Matron when necessary in the care of the sick among the male pupils, and shall at all times be subject to the call of the Superintendent for the performance of any other reasonable service pertaining to the business of the Institution.

N. B. See General Regulations.

#### *The Matron.*

The Matron, being the female head of the establishment, shall participate in its general management, and co-operate with the Superintendent in the government of the pupils. Her special duties shall be as follows:

SECTION 8. She shall have the particular charge of the female pupils and younger boys when out of school, spending as much of her time with them as practicable, and laboring assiduously to promote their moral and religious improvement, and also to teach them to deport themselves in a courteous, amiable, and affectionate manner, as well in their intercourse with each other as with the officers of the Institute.

SEC. 9. She shall have charge of all parts of the building, as to their cleanliness, and shall see that they are kept constantly in order, permitting the female pupils to perform as much of the labor as is practicable.

SEC. 10. She shall have the care of all the bedding belonging to the Institute, together with the clothing of all the pupils, and shall see that they be duly changed, washed, ironed, and kept in order; the repairing, as well as the making of new articles, to be done under her immediate direction. She shall also have the charge of the cloth-



ing of the officers who board in the Institute, so far as regards washing and ironing.

SEC. 11. When new clothing supplies are needed for such female pupils as are provided for in that respect by the Institute, she shall purchase the same under the direction of the Superintendent.

SEC. 12. She shall have the immediate supervision of the female domestics, assigning to them their particular duties, and directing them in the performance thereof, and shall also see that they deport themselves in a respectful and orderly manner, obeying strictly the rules of the house concerning them.

SEC. 13. She shall have charge of the culinary affairs of the establishment, directing the purchase of marketing and the preparation of the food for the tables, and shall, in connection with the Steward, see that all the groceries, provisions, etc., are well taken care of and economically used.

SEC. 14. She shall be present during the meals of the pupils, to see that they are properly attended to by the domestics, and that they deport themselves in an orderly and becoming manner.

SEC. 15. She shall have the care of the patients, in case of sickness occurring among the pupils, administering to them as directed by the Physician or Superintendent; or in case of the employment of a nurse, she may delegate to such employe so much of the care of the sick as may be authorized by the Superintendent.

SEC. 16. She shall keep the Steward duly notified of the current wants of her department in the way of groceries, provisions and other like supplies; and when articles in the way of house-furnishing goods or clothing supplies are needed, she shall report the same to the Superintendent; but she shall in no case pay out money or incur obligations to meet these wants without the previous consent of the Superintendent.

SEC. 17. In case of the employment of an assistant Matron, or housekeeper, she shall direct the performance of the duties of such officer, as prescribed by the Superintendent.

N. B. See General Regulations.

## ARTICLE V.

### GENERAL REGULATIONS.

SECTION 1. In discharge of the foregoing obligations, the officers will, in all cases, be subject to the advice of the Superintendent, and it shall be their duty to consult him in a frank, courteous and unreserved manner, in whatever pertains to their respective departments.



SEC. 2. All of the officers will be expected to render themselves generally useful to the pupils, by spending as many of their leisure hours with them as is practicable, encouraging and assisting them in the prosecution of their studies, reading to them from useful works, striving, by judicious advice, to correct their habits and manners, and in every other way laboring for the promotion of their improvement and happiness. Especially shall they use their best endeavors to prevent them from acquiring, or continuing in, eccentric personal habits or mental peculiarities, and to teach them to deport themselves in a courteous, amiable and affectionate manner, as well in their intercourse with each other, as with the officers of the Institute.

SEC. 3. Every teacher or other officer shall be responsible for the good behavior of the pupils while under his or her particular charge, whether for instruction or any other purpose; and it shall be the duty of all to lend their aid at every other time to the Superintendent in the preservation of order among the pupils, by judicious advice and restraint, and by reporting to him any disorderly conduct which may come to their knowledge.

SEC. 4. No teacher, or other person employed in the Institute, shall inflict corporeal punishment upon any pupil, but when extreme cases of disobedience occur, such as merit more than a reprimand, they shall be reported to the Superintendent.

SEC. 5. Promptness will be expected of all, in attendance upon their classes, or in the discharge of any other obligation, and none will be at liberty to absent themselves from duty, even where substitutes may be provided, without consultation with the Superintendent, excepting in cases of emergency. Nor will any teacher be at liberty, during the hearing of any regular class, to engage in reading, writing or other occupation not belonging strictly to the duties of the class-room.

SEC. 6. No person shall be at liberty to grant leave of absence to any pupil, from the premises, unless authority so to do is especially delegated by the Superintendent.

SEC. 7. No person will be allowed to read in the presence of the pupils any book, pamphlet or paper which may be disapproved of by the Superintendent; nor shall any one attempt to influence the minds of the pupils either against or in favor of the views of any particular religious society or political party.

SEC. 8. All persons boarding in the Institute will be expected to be in their rooms at a reasonable hour at night, so that the house

may be duly closed, and unnecessary disturbance avoided to those who may retire early.

SEC. 9. It shall be obligatory upon all the officers having control of pupils, to require of them a prompt and rigid performance of duty, allowing no neglect of study or work, or infringement of known regulations to go unproved.

W. H. CHURCHMAN, Sup't.

Approved by the Board of Trustees October 24, 1866.

Attest:

WILLIAM M. STILWELL, Secretary.



## APPENDIX F.

### TO THE PUBLIC.

#### INDIANA INSTITUTE FOR THE EDUCATION OF THE BLIND.

This Institution is located at Indianapolis, the Capital of the State, occupying a healthful and beautiful site in the northern part of the city.

It is strictly an Educational Establishment, having for its object the moral, intellectual and physical training of the young blind of both sexes residing in the State, and is, therefore, neither an asylum for the *aged* and *helpless* nor a hospital for the treatment of disease.

We are almost daily in receipt of applications from persons who wish to be treated for the cure of blindness, and we here take occasion to explain for the benefit of such, that we have no surgical or medical department connected with our institution. The Chicago Charitable Eye and Ear Infirmary, however, we learn from its reports, has treated many Indiana patients without charge, where there is inability to pay; and it may be worth while, therefore, for parties asking medical treatment to address their inquiries to that establishment.

For the information of applicants and other interested parties, the following compilation is made from the regulations of the Institute, viz:

I. The school year commences on the first Wednesday after the 15th day of September, and closes on the last Wednesday in June following, making a continuous session of forty weeks and leaving a vacation of twelve weeks during the warm season.

2. As a rule, applicants who are under nine or over twenty-one years of age, are not admitted, but exceptions are sometimes made in peculiar cases, at the discretion of the Board of Trustees.

3. No person of imbecile or unsound mind, or of confirmed immoral character, will be knowingly received into the Institute; and in case any pupil shall, after a fair trial, prove incompetent for useful instruction or disobedient to the regulations of the Institute, such pupil will be thereupon discharged.

4. No charge is made for the boarding and instruction of pupils from the State of Indiana, but those from without the State are charged at the rate of \$150 per session of forty weeks, payable in advance, i. e.: one-half at the beginning and the other half at the middle of the session.

5. All are required to come provided with an adequate supply of good comfortable clothing, embracing suitable articles for both summer and winter wear, in such quantity as to admit of the necessary changes for washing and repairing.

6. Each article of clothing should be distinctly marked with the owner's name, in order to prevent confusion or loss, and must be sent in good order and condition, not only upon the first entrance of the pupil, but also at each subsequent return from home after the vacations.

7. In cases where the parents or guardians of pupils from the State of Indiana, are unable through indigence to supply them with the necessary clothing, the same is, by law, provided by the Institution, and the amount of its cost collected from the respective counties in which such pupils reside; like provision is also made for defraying the traveling expenses of indigent pupils to and from the Institute.

8. It is positively required that every pupil shall be removed from the Institution during the annual vacation of the school, as well as at any other time when such removal may be deemed necessary by the proper officers thereof; and in case of the failure of the friends of any pupil to comply with the requisition, provision is made by law for the sending of such pupil to the Trustee of the Township in which he or she resides to be by him provided for at the expense of the county.

9. Persons bringing pupils to the Institution or visiting them while there, cannot be accommodated with boarding and lodging during their stay in the city.

10. All letters to the pupils should be addressed to the care of the Institute in order to insure their prompt delivery.



11. Persons wishing to procure the admission of pupils, should apply to the Superintendent, by letter or otherwise, for printed instructions as to the manner of procedure, and no pupil should be sent to the Institute until such instructions shall have been complied with.

W. H. CHURCHMAN,

*Superintendent.*

